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ABSTRACT

The first of 12 papers in this collection is printed both in the original language--French--and in English translation: (1) L'harmonisation de la formation: considerations theoriques et pratiques = Harmonization of Education and Training: Theory and Practice" (Yves Courrier); other papers include (2) "Information Management: A New Focus for Integration?" (Tom Wilson); (3) "Education for Public Librarianship: The Crisis and the Challenge" (Bob Usherwood); (4) "Trends in Delivery Systems for Distance Learning" (Darlene E. Weingand); (5) "Meeting and Supporting Learners' Needs in Distance Education" (Carmela Ruby); (6) "Back-up Resources for Distance Learning: Overview and Examples from the Dutch and British Open Universities" (Sheila Dale and Guus Schippers); (7) "Research on Library Users" (Helena Kolarova-Palkova); (8) "Social Motivation in Reading" (Jadwiga Kolodziejska); (9) "Bibliopsychological Dimensions of the Reading Experience" (Sylva Simsova); (10) "W(h)ither Research?" (Clifford Harris); (11) "Promoting Research through Library Associations" (Robert Wedgeworth); and (12) "Distance Learning in Library and Information Science Education--The British Example" (P. Havard-Williams). (MES)

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53rd IFLA COUNCIL & GENERAL CONFERENCE BRIGHTON, UNITED KINGDOM 16 – 21 AUGUST 1987

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Division of Education and Research

SECTION ON EDUCATION AND TRAINING

Sessions: 102 Tuesday 13.00 – 14.30
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L'harmonisation de la formation: considérations théoriques et pratiques *(57-TRAIN-3-F)*	Yves Courrier Unesco Paris France
Information management: a new focus for integration? *(56-TRAIN-2-E)*	Tom Wilson University of Sheffield UK
Education for public librarianship: the crisis and the challenge *(55-TRAIN-1-E)*	Bob Usherwood University of Sheffield UK

ROUND TABLE ON CONTINUING PROFESSIONAL EDUCATION

Sessions: 167 Wednesday 15.00 – 16.30
175 Wednesday 17.00 – 18.30

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Trends in delivery systems for distance learning *(60-RTCPE-3-E)*	Darlene E Weingand University of Wisconsin-Madison Madison WI USA
Meeting and supporting learners' needs in distance education *(59-RTCPE-2-E)*	Carmela Ruby California State Library Sacremento CAL USA
Back-up resources for distance learning: overview and examples from the Dutch and British Open Universities *(29-RTCPE-1-E)*	Sheila Dale Open University UK Guus Schippers Open universiteit Heerlen Netherlands

ROUND TABLE ON RESEARCH IN READING

Session: 112 Tuesday 15.00 – 16.30

Research on library users *(65-READ-2-E)*	Helena Kolarova- Palkova Ministry of Culture Bratislava CSSR
Social motivation in reading *(66-READ-3-E)*	Jadwiga Kołodziejska National Library Warsaw Poland
Bibliopsychological dimensions of the reading experience *(63-READ-1-E)*	Sylva Simsova Data Help London UK

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L'HARMONISATION DEL LA FORMATION : considérations théoriques et pratiques

Yves COURRIER *Chef, Section pour la formation des spécialistes et utilisateurs, Division du programme général d'information, Unesco*

INTRODUCTION

Devant un public composé essentiellement de bibliothecaires, il n'est peut-être pas inutile de rappeler ce que l'on entend par harmonisation de la formation. Bien sûr, l'ensemble de l'exposé consistera á développer cette idée, et la définition donnée au début ne doit être considérée que comme un cadre général qui sera précisé par la suite de multiples façons.

L'Harmonisation de la formation est á la fois un concept et un objectif. Selon ce concept, la formation des archivistes, des bibliothécaires et des spécialistes de l'inforamtion comprend suffisamment d'éléments communs pour essayer, lá oú les conditions sont favourables, de les organiser en commun. L'objectif consiste á essayer d'assurer cette forantion harmonisée partout oú cela est possible.

La distinction entre ces deux approches de l'harmonisation permet d'ailleurs de structurer l'exposé qui va suivre. Les considérations théoriques développeront la concept d;harmonisation et les considérations pratiques indiqueront certaines actions qui ont été mises en oeuvre pour atteindre l'objectif et les principales difficultés recontrées.

Auparavant, cependant, il convient de faire un bref rappel historique.

Ce n'est pas un hasard si le mot "harmonisation" apparaît pour la premiére foid dans le rapport final de la Conférence Intergouvernementale NATIS organisée á Paris, en septembre 1974 (1). Ce rapport indiquait: "Le concept de NATIS implique que le gouvernement – au niveau national ou local ou au niveau des Etats – doit faciliter au maximum l'accés á toute information pertinente par l'intermédiaire des services de documentation, de bibliothéques et d'archives" (2) 'etait donc naturel que l'analyse des ressources en peronnel (Objectif no. 6 des NATIS) et la formation de ce personnel (Objectif no. 8) fissent partie des objectifs d'une action nationale pour les trois groupes considérés (3).

Les autres jalons principaux sur la route de l'harmonisation sont indiqués dans la brochure sur l'harmonisation qui vient de'être publiée récemment. Rappelons-les ici brièvement.

- Création du Programme général d'information par la Conférence générale de l'Unesco à sa dix-neuvième session (1976).
- Réunion d'experts sur l'harmonisation des programmes de formation en matière d'archives (1979).
- Réunion conjointe du CIA, de la FID et de l'IFLA à Bellagio (1980).
- Colloque international sur l'harmonisation des programmes d'enseignement et de formation en sciences de l'information, bibliothéconomie et archivistique (1984).

A cette série de réunions, il faut ajouter les séminaires plus techniques organisés par les Comités de formation des trois organisation. Le dernier des ces séminaires vient de se terminer à Londres et Mme Tees va en presénter un bref compte-rendu.

I. CONSIDERATIONS THEORIQUES

On verra dans la seconde partie que les difficultés pratiques qui font obstacle à la mise en oeuvre de l'harmonisation ne manquent pas. Ces difficultés pourraient être plus facilement surmontées en évitant de créer des creer des clivages artificiels. J'ai essayé de montrer dans le passé que les professions documentaires s'indentifiaient en fonction d'un service rendu a une clientèle donnée (4). Les éléments fondamentaux de ce service sont les mêmes. Ce qui varie, ce sont les clientèles et leurs besoins spécifiques et par conséquent les aspects concrets des services rendus. C'est pourquoi il est à mon avis inutile, voire dangereux, de tracer dans l'éventail des professions documentaires une ligne de séparation quelconque qui mettrait à part un sous ensemble de la profession. Ceci ne signifique pas que tous les professionnels doivent recevoir la même formation, bien au contraire. Chacun doit recevoir une formation concrète et pratique qui le prépare à servir la clientèle qu'il a choisie avec les moyens appropriés. En effet, on n'oriente pas avec les mêmes moyens intellectuels et pratiques un enfant de niveau primaire et un chercheur postdoctoral, ou les représentant d'un groupe de citoyens et le service juridique d'une entreprise multinationale. Mais la satisfaction des besoins des différents secteurs du marché du travail ne s'oppose pas à la constitution d'un corps professionnel uni et solidaire. Sans être très familier avec l'archivistique et ses clientèles, il me semble pouvoir citer deux exemples où la continuité entre archivistique et bibliothéconomie d'une part, et entre archivistique et sciences de l'information d'autre part, est évidente. La conservation des archives de personnalités historiques et littéraires, trés souvent confiée aux bibliothèques nationales ou universitaires, relève de techniques intellectuelles (principe de provenance et classement) et matérielles (rangement et conservation de pièces manuscrites) nettement archivistiques. L'utilisation du savoir technique d'une entreprise industrielle suppose l'accès à une information à la fois archivistique, puisque elle se trouve dans les dossiers de la vie de l'entreprise et documentaire, pour la part des brevets, licences, rapports techniques, etc. Il conviendrait d'étudier de plus prés ces exemples et d'autres peut-être, en vue de définir plus précisement des objectifs de formation concrets et réalistes. Les diverses réunions et travaux sur l'harmonisation cités plus haut ont permis de bien faire avancer la réflexion sur un enseignement commun aux archivistes, bibliothécaires et documentalistes. Pour être plus spécifique, on peut examiner très brièvement les sujets abordés dans la brochure préparée par l'Unesco. Celle-ci, élaborée en consultation avec un large éventail de représentants des trois professions, fournit la liste sans doute la plus longue des thèmes qui semblent se prêter particulièrement bien à l'harmonisation.

La notion d'information.

On l'a dit et répété, la nature de l'information, sa valeur, sa génération, son stockage et son utilisation ne sont pas liés de manière nécessaire à un support ou au milieu dans lequel elle circule. Les contingences historiques, sociales et techniques ont certes leur importance et définissent problèmes et solutions pratiques. Mais la théorie, elle, doit s'affranchir de ces phénomènes de surface pour étudier un concept éminemment abstrait et immatérial.

Politiques d'information:

L'etude des besoins d'information, l'examen des solutions et la mise en oeuvre du cadre législatif et institutionnel pour fournir l'information à tous les secteurs de la société font l'object de la politique nationale d'information d'un pays. Un telle politique tout en tenant compte du cadre institutionnel existant, doit pouvoir le dominer. Le concept de politique nationale et ses composantes est donc un biais privilégié par lequel on peut aider les futurs archivistes, bibliothécaires et spécialistes de l'information à se situer au moment de leur formation par rapport aux institutions parentes et aux efforts nationaux de développement.

Analyse de systme.

Plus qu'une discipline, l'analyse de sytèmes est une approche méthodologique applicable à bien des domaines. Son introduction à la bibliothéconomie date des débuts de l'automatisation. Les autres services d'information, dont certaines composantes ont grand besoin de rationalisation, tireraient sans nul doute grand profit à se soumettre à une telle analyse.

Administration et gestion.

Planifier, organiser, coordonner, contrôler, assigner des objectifs et des ressources sont nécessaires à un très vaste éventail d'activités humaines. On peut sans difficulté identifier un certain nombre de concepts et d'outils méthodologiques et pratiques plus particulièrement applicables aux diverses professions documentaires. Certes on ne gère pas une bibliothque nationale avec un personnel de plusieurs certaines de personnes comme un centre de documentation avec un seul professionnel. Mais les notions de base de l'administration et de la gestion peuvent facilement faire l'object d'un enseignement commun.

Études d'utilisateurs.

Si le public de chaque service documentaire, archives, bibliothèque, centre de documentation, est unique, les méthodes pour mieux le connaître (E.g. techniques d'entrevue) sont naturellement communes. Le simple fait de placer l'utilisateur au centre de la formation des professionnels de l'information, qui est le résultat d'une évolution très récente et pourtant si importante, exige une attention toute particuliére de la part des formateurs.

Analyse documentaire.

Que ce soit chez les archivistes, les bibliothécaires ou les documentalistes, l'élaboration des instruments destinés à repérer l'information selon des critères précis a fait l'objet d'efforts considérables: systèmes de classification, thésaurus, instruments de recherche. Des échanges fructueux ont déjà été réalisés mais les principes fondamentaux et communs restent à élaborer. S'il serait

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hasardeux de proposer de tels principes pour la formation harmonisée, une certaine initiation aux outils des trois disciplines paraît cependant indispensable, ne serait-ce que pour mieux servir les usagers, en sachant les orienter vers d'autres services d'information.

Exploitation des sources d'information.
Nous retrouvons là deux éléments déjà évoqués: une meilleur connaissance des usagers et de leur besoins et une plus grande familiarité avec tout l'éventail des ressources documentaires. Des composantes psychologiques du rapport information- utilisateurs à l'évaluation de la validité des sources d'information, les éléments sont nombreux qui permettraient à tous les professionnels d'améliorer la qualité du servie rendu grace à la valeur et à la spécificate des produits d'information fournis.

Conservation.
Les durées de conservation qui doivent être considérées suivant le genre de documents, les types d'utilisation prévues et les techniques à utiliser varient considérablement d'un milieu à l'autre. Pourtant, la composition des supports, les locaux d'entreposage, les techniques de conservation, les risques de destructions sont des sujets qui concernentà des degrès divers l'ensemble des professionnels et là encore, la part de ce qui concerne les trois n'est certainement pas négligeable.

Technologie:
les technologies évoluent vite. Leur impact sur les services d'information est difficile à déterminer. Par exemple, l'utilisation des micro-documents n'a pas rencontré partout le succès espéré alors que la micro-informatique a pu être implantée dans les institutions les plus diverses. La panoplie des moyens de reporduction est aujourd'hui très vaste et les télé-communications ont transformé fondamentalement l'organisation du travail dans mainte institution documentaire. Savoir comprendre les technologies nouvelles, évaluer leur impact et leurs potentialités, être capable d'en suivre l'évolution sont des objectifs pédagogiques que l'on peut assigner sans hésiter à un programme commun de formation d'archivistes, de bibliothécaires et de documentalistes alors que l'utilisation de technologies spécifiques feront plutôt l'objet d'enseignements spécialisés selon les réalisations et les applications propres à chaque branche.

Méthodes de recherche.
Au fur et à mesure que le cadre universitaire et le niveau supérieur deviennent la norme pour la formation des professionnels de l'information, la nécessité d'une formation à la recherche s'imposera de plus en plus. Il ne sera sans doute pas possible de doter tous les étudiants d'une formation approfondie aux multiples méthodes utilisables, depuis la recherche historique jusqu'à la simulation sur ordinateur. On peut au moins viser à faire des finissants des consommateurs éclairés capables d'évaluer la recherche faite dans le secteur et d'en envisager des applications pratiques.

Cette revue très succincte de quelques thèmes propres à une approche harmonisée ne cherchait pas à être exhaustive. Il s'agissait simplement de montrer que les exemples pertinents ne manquent pas pour illustrer les possibilités d'un enseignement commun aux professions documentaires. L'harmonisation ne s'appuie pas uniquement sur des questions pratiques d'économie de moyens personnels et matérials. Il y a des éléments théoriques importants qui justifient cette approche et qui méritent une réflexion et des échanges approfondis entre les membres de nos professions respectives.

II CONSIDÉRATIONS PRATIQUES

Parmi les actions les plus spécifiques destinées à promouvoir le concept d'harmonisation, il faut citer sans hésiter le symposium organisé par l'Unesco en 1984. Cet événement est important sous plusieurs aspects: grâce aux documents préparatoires (5,6,7,8), il a rendu possible une réflexion approfondie sur le thème de l'harmonisation et certaines de ces composantes (gestion, technologie, étude des utilisateurs). Une sélection équilibrée entre archivistes, bibliothécaires et documentalistes, a été faite de manière à ce que les résultats du colloque soient représentatifs de ces différentes branches. Et enfin, il a abouti à l'élaboration d'un plan d'action très concret qui sert encore de guide aux efforts de l'Unesco dans ce domaine. Citons parmi les suggestions concrètes auxquelles on a pu donner suite:

- préparation de Principes directeurs pour la réalisation d'enquêtes sur la main-d'oeuvre du secteur de l'information (9), disponibles en anglais, français et espagnol.
- préparation de Principes directeurs pour l'enseignement de la technologie (parus en novembre 1986 (10), disponibles en anglais se ulement.
- préparation d'une brochure promotionelle s'adressant aux associations et aux écoles professionnelles (parution: juin 1987 en anglais, français et espagnol).
- préparation de Principes directeurs sur l'enseignement du marketing (parution prévue: novembre 1987).
- préparation d'un recueil de textes (Reader) sur la gestion (parution prévue: novembre 1987).

L'Unesco, dans ses efforts pour promouvoir le concept d'harmonisation est heureuse de pouvoir compter sur les efforts des organisations internationales non gouvernementales concernées, le Conseil International des Archives, la Fédération Internationale pour l'Information et la Documentation et bein sûr, la Fédération Internationale des Associations de Bibliothécaires et de Bibliothèques. Les divers séminaires, organisés conjointement par les comités de formation de ces NGO, parfois appuyés financièrement par L'Unesco, montrent l'intérêt soulevé par cette philosophie. Mais il est important de se rendre compte que cet appui au plus haut niveau doit se prolonger par une sensibilisation beaucoup plus large. C'est d'ailleurs ce que pensaient les participants au Symposium de l'Unesco qui ont recommandé la préparation d'une brochure promotionnelle destinée à être diffusée auprès des milieux concernés.

Mais quels sont ces milieux concernés?

Il y a avant tout, au delà des associations internationales déjà citées, les associations au niveau national. Ces associations sont concernées par l'objectif de l'harmonisation selon trois points de vue. Tout d'abord par rapport à l'image qu'elles veulent donner d'elles-mêmes à l'extérieur. Il est capital que l'ensemble des professionnels concernés par l'information puissent mieux faire connaître auprès des utilisateurs de toutes catégories et les autoritiés gouvernementales, la valeur et l'importance de l'information. Elles doivent faire savoir que l'utilisation de l'information requiert des techniques élaborées et précises et que les personnes chargées de cette fonction ont des responsabilités professionnelles et morales inaliénables. Comme pour d'autres professions, les utilisateurs des services d'information doivent savoir quels services ils peuvent attendre et pouvoir juger des garanties professionnelles qui y sont associées. S'il est vrai, comme on a essayé de le montrer plus haut, qu'il y a une notion fondamentale de l'information et une homogénéité naturelle des services d'information, les associations professionnelles doivent unir leurs forces pour assurer la meilleure connaissance possible de ces services auprès des utilisateurs.

Le second point de vue est celui de la défense des intérêts de la profession. Il revient aux associations de faire connaître auprés des pouvoirs publics et des autres autorités administratives ou privées, le statut et la valeur des spécialistes de l'information, leurs compétences et la formation qu'ils doivent suivre. Là encore, les intérêts des documentalistes, des bibliothécaires et des archivistes convergent et une harmonisation de la formation renforcerait bien évidemment leurs positions.

Le troisième point de vue est celui de la formation professionnelle. Les associations ont de toute évidence un droit de regard sur le cursus choisi pour la formation initiale et une responsabilité directe dans la formation continue. Les avantages de l'harmonisation dans ce domaine sont les mêmes que ceux que peuvent en tirer les écoles et seront développés à ce titre.

Ceci nous conduit à l'autre milieu directement concerné par l'harmonisation, à savoir les écoles professionnelles. Bien entendu, il faut citer d'abord les échanges intellectuels et l'enrichissement mutuel qu'apportent une approche harmonisée. La liste des domaines étudiés en première partie devrait suffire pour en témoigner.

Mais les avantages matérials sont nombreux: locaux, bibliothèque, laboratoires audio-visuel, informatique, de reproduction et de conservation; gestion de l'établissement, sélection, stages et placement des étudiants; utilisation plus rationnelle du corps enseignant. C'est donc pour des intérêts à la fois intellectuels et matériels que les écoles devraient être les plus ardents défenseurs de l'harmonisation.

Le troisième milieu qui est visé, peut-être moins directement, par l'harmonisation, sont les autorités gouvernementales. On l'a déjà vu, l'idée d'une politique nationale d'information, qui permet d'évaluer de façon globale les besoins et les moyens à mettre en oeuvre pour satisfaire ces besoins en fonction des priorités nationales, n'est pas encore admise partout. Seule une telle approche permet une définition réaliste des objectifs et une utilisation optimale des ressources. Promouvoir l'harmonisation, c'est l'occasion pour tous les professionels de l'information, non seulement de participer á èt effort national, mais aussi de montrer un des moyens privilégiés pour y parvenir.

S'il existe déjà un certain nombre de moyens pour promouvoir

l'harmonisation et si les cibles sont identifiées, on peut regarder l'avenir avec un certain optimisme. Il ne faut pas oublier pourtant qu'un certain nombre de difficultés peuvent surgir et il est préférable d'être préparé à y faire face.

La difficulté la plus fréquemment rencontrée et sans doute la plus grave est l'incompréhension. Et il ne faut pas s'en étonner, le concept d'harmonisation n'est pas simple. Harmoniser, c'est promouvoir une certaine rationalisation de la formation, mais sans donner d'indications précises. En effet, les applications concrètes vont dépendre chaque fois des conditions locales. On doit donc se contenter d'orientations générales. L'harmonisation, ce n'est pas un seul curriculum pour archivistes, bibliothécaires et documentalistes. L'harmonisation n'est pas non plus la juxtaposition, sans aucune communication, de trois curricula distincts. Elle se situe donc dans un intermédiatre qui ne peut pas être défini*a priori* ni de l'extérieur. Dans chaque situation concrète, les responsables de l'enseignement, en consultation avec les représentants des différentes branches professionnelles, doivent déterminer jusqu'où il est possible d'aller au niveau des enseignements communs en tenant compte des ressources disponibles et des catégories d'emploi raisonnablement prévisibles.

Dans le même ordre d'idée, il faut faire clairement comprendre que l'harmonisation ne vise pas la fusion des différentes professions de l'information. Comme on l'a dit plus haut, il est important que dans l'éventail de ces professions, certains groupes soient facilement identifiables à la fois par la formation qu'ils ont reçue et les services particuliers qu'ils peuvent rendre aux usagers devant lesquels ils répondent. Cette spécificité des services rendus est capitale et doit être soigneusement préparée par une formation adéquate. l'harmonisation n'est en aucun cas contraire à ce souci et devrait au contraire, en favorisant une meilleure utilisation des ressources, permettre de consacrer plus de moyens aux enseignements spécialisés.

Une second difficulté qu'il convient de signaler est que si l'harmonisation en tant que concept, est théoriquement valable quelles que soient les circonstances, elle doit être appliquée en tenant compte des conditions historiques et sociales qui ont prévalu et continuent à caractériser le milieu professionnel. En Occident, en particulier, les traditions sont très fortes et les institutions existantes n'ont pas nécessairement à être profondément bouleversées: ceci s'applique autant aux établissements de formation, qu'aux associations professionnelles et aux autres institutions chargées d'une responsabilité nationale. De même, dans les pays en développement à forte population, on peut penser qu'il y aura une masse importante de professionnels. Ceci signifie en général des besoins de qualification très spécialisés et par conséquent, il sera plus difficile d'envisager l'utilisation fréquente d'un tronc commun. Il faut donc garder à l'esprit de nombreux critères avant de choisir de quelle manière l'harmonisation sera mise en oeuvre. Il ressort de ce qui vient d'être dit que les pays en développement avec une faible population et où les professions ne sont pas encore fermement établies, offriront les conditions les plus favorables. Il ne faut pas oublier cependant que l'éventail des pays où l'harmonisation est mise en oeuvre est d'ores et déjà aussi vaste que diversifié, ce qui montre, s'il en était besoin, que les possibilitiés d'applications sont très vastes.

CONCLUSION.

Une troisiéme difficulté qu'il faudra sans doute surmonter est connue de tous et a déjà été recontrée à de multiples occasions: c'est la résistance au changement aussi bien des individus, des groupes sociaux et des institutions. Inutile d'élaborer ce point: tous les innovateurs le savent, introduire de nouvelles manières de penser et d'agir exigent de la persévérance, de la conviction, de l'enthousiasme, de la persuasion et beaucoup d'autres qualitiés.

Je suis convaincu qu'il y a suffisamment de ressources de cet ordre chez les archivistes, les bibliothécaires et les documentalistes pour s'approcher à grands pas d'un ensemble harmonisé des professions de l'information. L'Unesco a investi beaucoup d'efforts dans ce sens. Nous sommes heureux d'avoir obtenu le soutien des organisations internationales non gouvernmentales et de nombreuses institutions chargées de la formation.

Il découle de ce qui précede qui si l'action immédiate pour mettre en oeuvre l'harmonisation se situe auprès des institutions de formation, les conséquences de cette approche dépassent amplement ce cadre et devraient se faire sentir dans de vastes secteurs de la société. C'est ce qui permet d'espérer que ce mouvement va se poursuivre et s'étendre grâce à votre collaboration.

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(2) Ibid., p.25

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56-TRAIN-2-E

INFORMATION MANAGEMENT A NEW FOCUS FOR INTEGRATION?

Professor Tom Wilson, *Head, Department of Information Studies, University of Sheffield, Sheffield, UK*

ABSTRACT

Sets out a view of information management as a concept through which concepts and skills from librarianship, information science, and archives management can be integrated. The role of an information manager in libraries as well as in business and industry is briefly discussed and a proposal is made for the development of an integrated curriculum for the training of information managers.

INTRODUCTION

Information management is one of the buzz-terms of the present age of librarianship/information science/ archives and record management. It is a term that has come to significance as a consequence of the greatly increased interest in information technology and, undoubtedly, some people are leaping upon the band- wagon, presumably in the hope that the name alone will win them success in the race for survival.

The question that presents itself, therefore, is: "Is Information Management *just* a buzz-word, is it *all* just advertising and promotion, or is there something in the concept which can serve the information professions, as we know them, and which can finally bring together the different interests in the whole field of information handling?"

The way in which the questions is phrased does encapsulate the issue, I think, and is deliberately intended to convey a sense of some unease about the problems currently faced (at least in this country) by the professional educator.

THE PROBLEM OF DEFINITION

"Information management" has no standard definition, but the basis of the idea can be found in one of Peter Drucker's works:

"The systematic and purposeful acquisition of information and its

systematic and purposeful application are emerging as the new foundations for work, productivity, and effort throughout the world."[1]

That notion that the economies of the future would depend upon the "purposeful acquisition" of information is at the root of the information management idea. Also at the root is the idea that the "systematic and purposeful application" of information will depend increasingly upon the application of information technology.

Two ideas, therefore, come together in the concept of information management: information as an important economic resource, and information technology as a tool for its effective management. As Marchand notes:

"Information management ... includes two dimensions: (1) managing the information process, and (2) managing the data resources of the organization."[2]

We might wish to change the word "data" to "information" to make it all inclusive, but the idea of these two dimensions to the field is an important one.

For what we might now think of as the "traditional" information professions of Librarianship information science, and archives management, I believe that information management can provide a new focus for the integration of educational curricula, and for the harmonization of *purpose*. And I suggest that without the harmonization of purpose thte idea of integration or harmonization of curricula is without foundation.

Information management and the harmonization of purpose

The crucial element in the emergence of information management into the consciousness of organizational leaders, particularly in the USA, is that *information is an economic resource*. Information has value: information is of strategic importance in a world which, as Peter Drucker pointed out, is more and more dependent upon the effective use of knowledge.

Why has this recognition come about? Chiefly, I believe, because of information technology. Indeed, there is a dangerous assumption on the part of some information management writers, that all one needs to do is to manage the technology effectively and the information, apparently, will take care of itself. However, information technology has brought to everyone's attention the fact that generating, organizing and using information costs money. So long as these activities involved purely manual ways of working, the costs could be lost, and often were lost in the general salary bill. Information management was something which people did as *part* of their "real" work, even when that real work consisted almost entirely of generating or organizing data.

Computers, however, cost money – they are a capital charge on the organization's resources, and they have standing maintenance and personnel costs associated with them. And they are information processing machines. Suddenly, even with the introduction of a single word-processor, or microcomputer into the organization, the costs of handling information begin to be seen. They are a visible, separate item in the accounts.

This aspect of the cost of information handling puts a new emphasis upon the need to assess the value of information, information services, and information products. And this is a phenomenon which is being experienced in organizations of all kinds, whether they are public-funded or private. The world economic situation is such that questions about the value of library and information services *must* be asked, although it must always be borne in mind that some services may have unquantifiable benefits.

Whatever the origins of today's information professionals, therefore, whether they be librarians, information scientists, or archivists – all are caught up in the new awareness of the economics of information.

This leads us to a definition of a common purpose for the information professions: we are all concerned in some way with ensuring that the information resources in our care are put to effective use. And the effective use of information resources is the chief aim of those who advocate the concept of information management.

The effective use of information resources, or knowledge, will be increasingly essential for the economic well-being of any community. And that community may be defined in terms of the members of a business, or the citizens of a town. Different information agencies may serve these different communities, but the common purpose of ensuring the "systematic and purposeful application" of knowledge ought to weld those agencies together. This idea is at least implicit in the concept of the "Library and Information Plan" advocated by the Library and Information Services Council [3].

Information management and the integration of curricula

If a common purpose for the information professions can be defined (and much more work would need to be done within the context of the proposal made above), then it ought to be possible to conceive of an intergrated curriculum leading to the education and training of people able to perform the information management function in organizations of any kind – public library, academic library, business firm without a formal information service, voluntary advice agency, or whatever.

Let me be clear about what I am suggesting : I do not have in mind the *harmonization* of curricula for different information professionals. My concern is with the identification of an information management function, across organizational and institutional boundaries and with the development of a curriculum to prepare people for that role.

A person with the kind of education suggested in the tentative syllabus that follows would be called an "Information Manager", but would fulfil that role in public and academic libraries and in any other kind of information agency, as well as in organizations without formal information services. I see the information manager filling an analyst role in the traditional library institutions, and developing the use of technology to satisfy management needs as well as users' needs in that sector and in the business/ industry sector.

If we look at Mintzberg's[4] ideas of the "structuring of organizations" it is evident that the "technostructure" is often lacking in libraries – the information manager role is suited to filling that function, at least in part, by setting standards for the performance of library functions and by examining the proper relationship between resources and users' needs.

How would the information management curriculum be composed? Several strands of thought recur in the information management literature, and these would need to be represented in the curriculum:

1. The idea of the emergent "information society" and the need for information policies, and information technology policies in societies and organizations;
2. The notion of systems and "systems thinking" and the exploration of these ideas in the design and development of computer-based information systems and services;
3. Information technology: hardware, software, and telecommunications. Including such matters as the evaluation of software packages, and some exposure to computer programming;
4. The economics of information: costs, "value", pricing policies, information as a public good and information as a product, budgeting information systems and services;
5. The evaluation of information systems and services from the perspectives of efficiency and effectiveness;
6. The identification of users' needs for information, or as it is generally expressed in the IT management literature, "user requirements studies".

What elements from existing programmes would need to be introduced into a general "information management" curriculum to ensure that people were adequately prepared for the role? Clearly, much of what is done at present in respect of compputing and telecominications, online searching, information retrieval studies generally, and the whole are of information resources generally, is capable of being transferred, *en bloc*, to the information management curriculum.

In addition, however, certain skills would need to be developed:

- the systems approach would need careful exploration by curriculum development groups, so that a systems analytical and evaluation philosophy could be built into all aspects of the course;
- depending upon how well the computing and telecommunications aspects were built into programmes at present, these too would need to be reinforced, with particular reference to the software packages used on microcomputers in business situations;
- records management: curiously, although library and information systems generate records of all kinds there has never been a very effective treatment or records management in the library school curricula of the UK – there is much to be learnt here from the archives field.

Conclusion

"Information management" may be a current management fad (although I think not) but it looks as though it will survive as a concept just as "information science" has survived in the professional vocabulary.

Whether it stands or falls as an idea around which jobs and curricula are constructed does not matter too much, however. It *has* made the traditional information professions much more aware of a number of concepts relating to the effective use of information resources of all kinds and of the need for a function in organizations which matches technology, resources, and user requirements in a way that satisfies more directly the objectives of the organization.

I see no reason why this general idea should not provide the focus for a general information management programme that integrates skills and theories from a wide range of fields. This is not to suggest

that a single programme satisfying all the needs of librarianship, information science, and archives management can be created in this way. Such a programme, in my opinion is not only unrealizable, but also unnecessary. The idea of information management as an integrating concept is that it will lead to the definition of a specialization within the information professions which can be applied to any kind of organization, including libraries, archives, and the myriad organizations which have needs for the organization and handling of information.

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55-TRAIN-1-E

EDUCATION FOR PUBLIC LIBRARIANSHIP: THE CRISIS AND THE CHALLENGE

Bob Usherwood, *Senior Lecturer, Department of Information Studies, University of Sheffield, U.K.*

ABSTRACT

Public libraries and public library education are in a period of crisis. Public services are operating in an hostile environment and some educators give the impression that public librarianship is a second class career. The author argues that there are exciting opportunities in public librarianship; these should be reflected in stimulating courses using learning techniques that encourage analysis, argument, creativity and political awareness. Public library research is an essential ingredient in such programmes. The author considers a separate school for public library studies and concludes that professionals must work together to reassert the importance of public librarianship in educational programmes.

In April 1987 public libraries in general, and public library education in particular, are in a period of crisis. By August when I present this paper, a General Election may, or may not, have changed the political context of what I have to say. Also a student of mine will have been testing the latter part of my statement as part of her dissertation on the teaching of public librarianship in British Library Schools. Preliminary results may be available to provide further evidence for or against, my current view.

The crisis, as I see it, is the result of a number of factors. In the first place in Britain, and perhaps elsewhere, the public services are operating in an hostile environment. This is not just a question of reductions in public expenditure but also the creation of a view that suggests that public services are inferior, wasteful and staffed by the second rate. The whole nature of public service is being challenged in the current political climate, while an anti-public service view and an allied culture of greed is reinforced by the cynical and manipulative attitude of the press.

The public provision of library and information services has not escaped from this form of attack. Last year the Adam Smith Institute described the British public library service as "a system which largely supplies free pulp fiction to those who could well afford to pay for it" and advocated a system "in which private enterprise...could provide alternatives or additions to some or all existing library services". Such comment is typical of the kind of aggressive comtempt with which the, so called, radical right views caring institutions.

Recent years have not been good for public service professionals of which public librarians are typical. This has had an adverse effect on real and perceived career opportunities in public librarianship. In addition there is some evidence to suggest that some library educators now regard public librarianship as a second class career. There is a danger that public and community librarianship will be downgraded in library school programmes. This is already happening in the United Sates. An editorial in *Library Journal* entitled 'Public libraries out of fashion?' makes sad reading. It tells how students hear library school staff "excited about other areas of information work and library services. In many schools the fashionable view is that special libraries ... or any work with the hot new technologies offer the most opportunity and reward. In extreme cases the school plans to abandon public library programmes altogether. To this distorted view some faculty leaders add a long litany of threats and problems faced by the embattled public library, often predicting its early demise"[2]

In Britain a similar scenario can be observed. One Head of School has already predicted an "even sharper demarcation between information 'high flyers' and the 'Lumpenproletariat' of librarians". He states that "unless some library schools can establish reputations as providers of high quality information training programmes, *they will be left with only the traditional job market to cater for and consequently acquire second class status"* (my emphasis)[3]. For all kinds of reasons most library and information studies (LIS) schools have felt the need to increase their resources in the IT field and in some, when public library teachers have left, if they have been replaced at all, it has been by people with computer rather than community expertise. This trend was continued by the recent transbinary report on library education[4] which tended to concentrate on courses in information technology.

I do not deny the potential of the new technology, neither do I deny that the public library, like most public services is embattled. However I want public librarians to win that battle on behalf of their clients. If that is to happen public librarianship must attract some of the best students that the best courses can produce. That is something all of us should seek to make clear in our own areas of political and professional influence. Those of us involved in library education should also make it clear to our students and challenge those of our colleagues who talk public librarianship down. This is important because the schools play a significant role in professional socialization, introducing students to the history, traditions, explicit as well as unspoken rules and expectations of the library world.

In Britain the 'traditional job market' probably accounts for some 90% of students leaving LIS departments and of those some 46% are employed in public libraries. Of course there will be new job opportunities in the emerging markets, but, to quote Moore[5], "for most of the workforce...the established markets will continue to provide the primary source of employment." There are, and will continue to be, exciting career opportunities in public and community librarianship.

These need to be reflected in exciting and stimulating courses. Courses that introduce students to the best current thought and practice in public librarianship; that introduce both the practical and theoretical aspects of the organization of public library services. We need courses that develop a critical awareness of the role of the public library in comtemporary society and introduce students to issues of current concern.

"The librarians... of the future," says Benge[6] will not be able to continue where we left off; they will have to start again" An increasing rate of change in the world around us, and this is far more than just technological change, means that public librarians, and teachers of public librarianship, will have to learn new skills and develop new attitudes if they are to avoid perosanl and professional obsolescence. New techniques, new organizational structures and a greater awareness of professional ethics will be required. Our programmes should be designed so as to develop students' management skills, especially perhaps interpersonal skills. They should introduce them to the realities of funding and financial management, the techniques of marketing and public relations and develop their political awareness. It is most important that we encourage a flexibility of mind so as to enable students not only to react to change but also initiate it. We should aim to produce young professionals with the ability to make and present a case, young librarians with decision making, problem solving and communication skills.

Such skills are developed not just by course content but by using learning techniques which encourage analysis, argument and creativity. Thus experiential learning, role playing, case studies and practical exercises with and for practising librarians should play a major part in our programmes. In addition we should give students the opportunity of listening to and also questioning practitioners, community workers, politicians and others relevant to the public library and community information world.

A few examples from my own School will serve to indicate the kind of material that can be used. In one exercise the students have to prepare a package of cuts in a County Library Budget. They are provided with full information on the library authority and its expenditure together with an indication of the policies it pursues. In fact the exercise is based on material provided by a real County Library and what is interesting is that the students, more often than not, come up with a solution not unlike that prepared by the actual library staff. The reality of the situation is increased by the fact that at about the same time as the students think they have arrived at a workable solution new information is introduced which means that they have to make further cuts under different rules. This precisely mirrors the present state of local authority finance in Britain where the government has changed the rules of the financial game some 16 times in recent years. Such an exercise enables students to develop

many of the skills indicated above and also brings them face to face with real problems, such as assessing priorities between different groups of users.

Another exercise, which has been quite successful, is our stock selection project whereby students select stock for the local public library. Not only do they have to get to know their community and its needs but they also have to come to grips with the central dichotomy of value versus demand. Basically do you give the public what it wants or material that librarians consider suitable.?

The people who come to us are of high academic quality, but I am sometimes disappointed by their level of political awareness. Although there are notable exceptions today's students are less aware of the practice and philosophy of politics than their counterparts of 10 or 20 years ago. Some are politically illiterate. We therefore spend some time introduction students to the soical and political context in general and the politics of information in particular. The inequalities present in access to information and ideas are related to the primary inequalities inherent in the distribution of power, income and wealth. Such inequalities can provoke a variety of political responses and we invite students to consider these via all the usual methods. We have a fairly articulate set of local politicians in Sheffield and they have been willing to share their views with our students. For instance, David Blunkett, leader of the City Council and one of Britains's leading politicians talks to our students about the political context of the public library. Members of the public libraries class also attend meetings of the City's Libraries and Arts Committee. I should perhaps emphasize that our aim is not political indoctrination but to make students consider the political dimensions of their chosen career. We want to increase their political awareness and raise questions in their minds.

It is not only important that we encourage students to ask quesitons but also that we ensure that they recognise the problems in assessing the evidence that they may wish to use in suggesting answers. The development and understanding of public library research should then be an objective of our educational programmes. Teaching in a department is renewed, refreshed and invigorated by the research undertaken by staff and students. Taught course students benefit in that they are exposed to the development of new ideas. Such exposure can help stimulate original and analytical thought and a flexibility of mind that will be beneficial to students in their academic and professional careers. At Sheffield a small scale research project is undertaken by all students as an integral part of all our programmes, and, as I have noted elsewhere[7], we have a number of ongoing projects concerned with public policy and the public library.

As the library and information world becomes more complex so the educational requirements of that world also become more complex. It is an open question whether such complexities can be properly encompassed in a single programme or even a single school. Some years ago I toyed with the idea of a library school specifically oriented for those wanting to work, and those already working in the public service part of the information world. At that time I rejected the idea for a number of reasons. For instance I felt that embryonic community librarians and (say) information brokers would both benefit from being exposed to alternative philosophies. I am still not yet convinced in my own mind that a separate school is the right approach but, given the pressures on existing programmes, it does have its attractions.

Ideally a department dedicated to public service library and information studies would provide for both initial and continuing education; it would also be a focus for public library and information service research. It would incorporate a "teaching library" along the lines of a teaching hospital and would also mount on-site courses for library and information organizations. It should be able to provide adequate courses in community information, arts administration, multi-cultural services, work with young people and other "growth" areas. It should also attract those 'information high flyers' mentioned earlier. It can provide many benefits for the public sector; for instance the provision of computer/interactive cable resource centres as a natural extension of public library services. In short such a department would provide a first class education for first class information professionals

In considering education for public librarianship I have concentrated on what I have termed the crisis and the challenge and attempted to indicate some educational responses. There are many other issues worthy of discussion but space and time does not allow. I should finally like to comment on the profession's response to the situation I have outlined. In my view public librarians and information workers must bring pressure on the educationalists to do more. I am not saying that such action will be welcomed by all involved in library education, but it will certainly receive support from those concerned with public library and information services. Library educators and library practitioners must work together to reassert the importance of public and community librarianship in professional education and in the corridors of library power. The time has not yet come to bury the public librarians' skills, although we may possible rename them. You will recall what Mark Twain said on reading his obituary. The report of the death of the public library is also perhaps something of an exaggeration.

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60-RTCPE-3-E

TRENDS IN DELIVERY SYSTEMS FOR DISTANCE LEARNING

Darlene E. Weingand, Ph.D., *Associate Professor, Director, Continuing Education Services, School of Library and Information Studies, University of Wisconsin-Madison, Madison, WI, USA*

ABSTRACT

The dominant force of change is a causative agent in the promotion of distance learning delivery systems. People around the world must develop new skills in order to cope with technological discoveries and societal responses. The current state-of-the-art in delivery systems includes audio and video teleconferencing, correspondence, broadcast communication, and computer assisted instruction. Future projections include refinements in existing technologies, voice processing and recognition, telefacsimile and satellite transmission, time-sharing services and videotex, local area networks (LANs), picture phones, CD-ROM and optical disk. However, whether utilizing the benefits of present or future technologies, the key factors of humanizing, participation, message style and feedback must be effectively managed to assure positive results.

As change becomes an increasingly dominant force in the late twentieth century, the need for learning follows a parallel course. People around the world must develop new skills in order to cope with technological discoveries and societal responses. In large urban centers, the opportunity to engage in educational activities is generally present in sufficient volume and variety. In more rural and remote areas, this capability is not present and technology must be harnessed to serve as delivery to these learners in addition to being the content focus of such delivery.

In the discipline of library and information studies, the need to gain and maintain competence is even more criical. Those who serve as professionals in this dicipline are the linkers and the gate keepers to the world of information for the rest of civilization. It is therefore imperative that librarians' competence be nurtured continually in order to assure that access to information is available worldwide. However, librarians, too, live and work in both urban and remote settings, and therefore, the delivery of continuing education by technological means is both a right and a responsibility that needs to be developed ans sustained.

Current State of the Art – Plus

The need for having a capability to deliver education at a distance has manifested itself in a number of interesting ways, including audio and video teleconferencing, correspndence studies, broadcast communication, and computer assisted instruction. These current

technologies have been used in both effective and naive programe design but, even when underutilized, they have met (at least in part) a real and important need.

Audio Teleconferencing...
This medium functions through two technological approaches. The first approach is the typical "conference call" whereby a telephone operator connects a group of participants through normal telephone lines, allowing the entire group to hear simultaneously; only one person may speak at a time.

The second approach uses dedicated four wire lines--an established system which is quite separate from normal telephone communication lines. This dedicated system, such as the Educational Teleconferencing Network (ETN) at the University if Wisconsin, USA, allows advance scheduling and thereby facilitates the design of educational experiences. At the University of Wisconsin, a central bridge can connect up to twenty lines outside the core network so that students and instructors outside the state may also be linked into the system. In the past, instructors have been patched into the network from all over the world, allowing Wisconsin students to have the benefit of significant expertise which would not have otherwise been available.

Video Teleconferencing...
The medium of video in a teleconference situation has a host of possible variations. These variations include:

Freeze frame...
the transmission of moving video image at 30-40 second intervals. The instructor may position one more more video cameras at the students in the studio, at documents on the desk, or at the instructor. Monitors capture both the present image and the image which is ready to be transmitted. The instructor retains full control of image selection and transmission.

Full motion...
the transmission of moving video images in real time [actual time with no delays].

One-way video
the transmission of either freeze-frame or full motion video images, but only in one direction--from the instructor to the students.

Two-way video...
the transmission of full motion video from both the instructional end and the one or more student locations.

Interactivity...
the transmission in real time, via audio and/or video, of both instructor lecture and student responses.

Videoconferencing is enjoying an upsurge through technological improvements and reduced costs. The biggest improvements have come in codecs (coder-decoders), computers that compress and digitize video signals.

Correspondence...
Probably the original distance learning delivery system, correspondence study involves the exchange of textual information, student reading and written assignments and instructor comments via the postal service.

Broadcast communication...
There are two broadcast media which are commonly used in distance education: video and radio.

Video broadcast...
the one-way transmission in real time of live or pre-recorded video programming. Originally presented as "talking heads" [a camera pointed at a lecturer], video program design has progressed significantly and now often involves many of the techniques employed in commercial television production. Todays' more sophisticated user of televised imagery expects a more polished educational production and with todays's technology, this has become possible. In addition, the emergence of video cassette recorders (VCRs) has allowed creativity in video transmission of educational programs. Programs may now be transmitted in the middle of the night or via the vertical blanking interval (VBI) and captured by the VCRs located in students homes. Students may then replay these programs at their convenience-and repeatedly, if desired.

Radio broadcast...
the transmission of audio programming via regular radio frequencies [real time] or via packet switching [groupings of signals sent together]. Radio also has the capability of being taped by the student through use of an audio cassette, although aseparate timer would need to be used if the student were not to be actually present during the broadcast. The audio course has the advantage of student access while travelling, whereas video technology is only beginning to reach the point where televisions are small enough to be easily portable.

Computer assisted instruction...
Education through the use of computers can be conducted in several ways. First, specific software programs can be purchased in order to learn a specific skill, such as typing, a language, and so forth. Second, the computer can be connected to a network, such as the PLATO system in the United States, through which the student can engaged in coursework that has been designed to be interacted with online. [Some PLATO courses are also available in microcomputer software packages.] Third, the computer can connect directly to an instructor both directly online and through downloading on either the instructor or student end. The NOVA University in Florida relies heavily on student participation via computer in order to conduct its classes.

PROJECTIONS INTO THE FUTURE

1. Refinements in existing technology
will certainly continue and today's versions may one day seem as anachronistic to the student as the old silent films appear to today's move-goer. One direction that will certainly continue is miniaturization. Building upon the developments in computer technology, microchips will allow for increasingly smaller computers, video and audio receivers, and so forth. One day, the "book" may be simply a device housing a computer screen and an insertion slot for a microchip or a CD-ROM disk.

2. Voice processing and voice recognition
appear to be becoming the wave of the future. Electronic mail systems that are voice dominant for input and retrieval will complete with the more well-established keyboard activated systems. Voice processing technology gives a computer the ability to hear and speak. These capabilities are provided by two distinct aspects of the technology: voice recognition, which allows a computer to understand spoken words and execute the appropriate commands or actions; and voice output, which endows the computer with speech. Computers that respond to the human voice and also reply in computer-generated speech are available in prototype and will become more sophisticated in the near future. Even today, the Kurzweill machine has for some years been able to scan a printed page and translate the images digitally to a voice output. The price tags on the Kurzweill and other innovative approaches have been high, but following the typical pattern of the last several decades, these costs are expected to fall dramatically as newer innovations come onto the technology stage.

These developments in voice processing and recognition will significantly benefit all consumers, to be sure, but specific target markets will reap particular benefit. These markets include learning disabled persons, persons speaking languages with many voice inflections and a multitude of written characters, and persons with visual impairments. The advent of voice capability promises to increase potential access to educational pursuits for a greater percentage of the world's population.

3. Telefacsimile transmission
is gaining in popularity in the United States. Interloan of periodical articles can be dramatically accelerated through the use of telefacsimile equipment. Student-instructor interaction can be similarly accelerated when the time factor is critical. Both print and picture can be transmitted digitally and this control over time may offer a real contribution to the educational effort--particularly as deadlines draw close! ffThis capability to transmit pictoral material is keeping the fax solvent even as electronic mail becomes more popular. Automatic answering, document feeding, and speed dialing have become standard Group 111 generation fax features, reducing the need for operator intervention, and some machjines also include terminal identification to confirm whether a document was successfully sent. The micro-to-fax connection may augur the benefits to come when Group IV generation fax arrives. These fax machines will be directly connected to micros, eliminating the boards and software currently needed to link machines.

4. Satellite transmission
has been instrumental in making Earth's peoples into a global community. This trend is likely to continue and gain in usage and popularity. Earth stations for both uplink and downlink capabilities enable connections between instructors and students anywhere in the world. In addition, medical and legal advice, weather monitoring and other communication needs are being increasingly provided via

satellite transmission. As satellites become more "intelligent", earth stations will become correspondingly smaller in size, enabling placement in more convenient locations and enabling lower cost. Use of satellite communications by industry has become a phenomenon of the past decade and promises to grow through the integratiton with cable, fiber optics and microwave radio.

5. Time-sharing services and videotex,
while operative in many countries today, have mixed appeal thus far. Time-sharing, such as Tymnet in the United States, has demonstrated high usage in connecting users to data-bases--particularly as telecommunications line charges continue to accelerate. In recent years, classic-time-sharing companies have largely reoriented their marketing toward consumers and away from the large corporate accounts that reportedly have been dwindling. The major areas of focus are in offering a wide range of information (database) services, electronic mail for the masses and videotex. Videotex has had the greatest degree of success in countries where the government is the prime mover and sponsor. In the United States, where there is the lack of a centralized telecommunications agency to set both policy and standards, various videtex services have achieved experimental status, but economic success has eluded them. It appears that the time is not yet right for user acceptance of yet another fee-based service.

6. Local area networks (LANs)
are increasing in complexity and usage, particularly in the office and university situations. A local area network is a relatively short-distance, high-speed, interconnection of computer resources. As a rule, the local distance is no further than the actual property that the network operater owns, or exercises control over, since cabling must physically be laid between all attached stations. As different microcomputer systems become more compatible, the likelihood of LANs becoming a dominant force continues its upward spiral. The opportunity for students and instructors to share both hardware and software can be a real benefit in terms of access and cost.

7. Picture phones
may be staging a comeback. A convergence of a number of technology trends is about to fuel the industry's long-awaited launch. Falling hardware prices driven by very large-scale integration, transmission-technology advances (including fiber optics), and volume production could soon propel the picture phone into the home and office in the form of a low-cost, easy-to-use desktop teleconferencing system. Considerably less expensive than most teleconferencing setups, it can use standard telephone lines where many other systems require costly dedicated lines.

8. CD-ROM and optical disks
hold the promise of great quantities of data available to students in a space-saving, desktop configuration. The student of the future can have a computer and CD-ROM set-up and a selection of disks containing reference tools, bibliographic data bases, encyclopedias, and so forth.

The four primary keys to success in all these technological wonders remain as they have always been: *Humanizing* [the process of creating an atmosphere which focuses on the importance of the individual and overcomes distance by generating group rapport; *Participation* [the process of getting beyond the technology by providing opportunities for the spontaneous interaction between participants]; *Message Style*[presenting what is to be said in such a way that it will be received, understood and remembered]; and *Feedback* [the process of getting information about the message which helps you and the participants complete the communications loop]. The effective use of these keys to distance learning will create a positive learning experience whether the technology belongs to today or to tomorrow. Technological delivery systems for distance learning are tools in the hands of people, for the benefit of people, for the education of people.

59-RTCPE-2-E

MEETING AND SUPPORTING LEARNERS' NEEDS IN DISTANCE EDUCATION

Carmela Ruby, *Library consultant (retired), California State Library, Sacramento, California, USA*

ABSTRACT

This paper recommends that distance education courses must incorporate into their design certain features that will result in student success. Typical characteristics of distance education learners require provision not only of intellectual content in courses, but also of a supportive structure as part of the teaching design. Designers and instructors may need special training in how to work effectively with students in distance education.

My experience with distance education consists of having designed and instructed a library science correspondence course for the Correspondence Study Division of Loyola University in Chicago, of having monitored learner progress and arranged enrichment discussion groups for independent students in libraries in New Mexico, and of having designed a correspondence course in basic, functional library activities for the Secretaría de Educación Pública in México. I shall draw upon my perspective from those experiences in the following remarks about how to meet and support the needs of learners who are proceeding through distance educational courses.

In the first place, I believe that distance education is a very realistic and desirable option for education in both the developing and developed countries.

In the developed countries there are many working or aspiring professionals who cannot take the time or afford the money to dedicate themselves to classroom education and who can seize the benefits of a distance course of study for job advancement, career change, or personal enrichment.

In the developing countries, where the existence of secondary and post secondary education is no pervasive, and where it is even more difficult for adults to afford dedicated time in school, distance education often offers the only option for skills development and career growth.

In the second place, I believe that there are a number of common characteristics that apply to adult learners in distance education regardless of the format of the course work, and regardless of culture and country. These characteristics may not always be present, but we must be mindful that they be taken into consideration if we are to be effective designers and instructors of distance education.

Such learners are highly motivated, mature, have a practical need for learning, and have working and life experience. Often they have an uneven and unpredictable educational background, or a weak one. That is to say, an instructor does not encounter a classroom full of students more or less at the same level and from more or less the same backgrounds.

These learners have uneven abilities in communications skills...I do not mean just language differences. Some people simply find it easier or are better trained to communicate and respond to assignments in writing or via computer, than do others. Learners do not know their instructors, who are strangers, and who may be from a very different culture. For some people, working with and trusting "strangers" is an exceedingly difficult, even fearful, context in which to operate.

Paradoxically, those who seek distance education are independent minded, but they also may be frustrated by being isolated from peer and teacher personal interaction, and they may have no instructional structure in their lives, no educational frame of reference on which to depend.

Adult learners are often busy with a full working and family life, into which must be fit study time, and so they are vulnerable to tardiness, to giving up and dropping out, and to feeling discouragement. This requires understanding and psychological support from the instructor. My own experience of trying to establish trust and rapport, and give confidence and reassurance, is still very vivid, and it is the element for which I was least prepared.

If these are some of the strengths and vulnerabilities of the distance learner, I submit that the very design of distance instruction must incorporate features that will enhance learner success and mitigate learner failure. More than adjunct strategies to help learners in their individual situations are needed. The curriculum itself must include a supportive structure. For example: Assignments must not depend for supplemental study on libraries and information to which the learner does not have easy access. If access is not deliberately ascertained *in advance* to be assured, then the course must be redesigned to remove supplemental requirements.

No materials, texts, or assignments should be or should appear to be irrelevant to the learners' aspirations and to their prior understanding of what the course promised them. These very motivated and typically very practical students are busy and should not have to waste time on "make-work" assignments or on unclear instructions.

It is very important to design a negotiation/clarification process before a learner enrolls, so that mutual expectations are subsequently met. Usually that role is more effectively taken by the instructor, not by the sponsoring agency. Only during that process can the student define his or her terms in a diaglogue with the instructor that will enhance future communications.

Inevitably, any instructional design, whether for distance or

classroom education, includes uniformity of information imparted, of assignments, and of expected student performance. However, opportunity for creative work by the student must be part of the flexible design lest we be guilty of Paolo Freire's "banking theory of education", or filling empty vessels as if these mature human learners had only a passive role in their own learning.

Furthermore instructional design must provide for regular revision, not only for currency, but also to reflect the student-instructor experience with the course and the assessment of its learning value. Is there usually sufficient pre-testing of courses before they are produced? Are there standards for review, revision, and discard of distance education courses? When it is possible, reinforcing and enriching supplemental seminars or discussion groups among students who are in the same locality and pursuing the same course, should be arranged or encouraged. These will break students' isolation, keep them from lagging behind, and expand the range of learning. Such groups can even be self-governing if local arrangements are impossible for the educational agency to assume. The educational agency also has the option of arranging teleconferences or dialogs through interactive on-line methods*if* the technology exists*and* it is fully accessible to the learners.

While we can avoid barriers to effective learning with safeguards such as I have just noted, and also draw on the positive strengths of learners that I have characterized, there are factors that are not easily solved, if at all, that may just have to be accepted. One is the uneveness of educational background among students of a given instructional course. Apart from some standardized prerequisites for education and/or experience, we probably cannot guarantee uniformity of understanding, or a "shared vocabulary", nor communications skills (which in a distance situation can make or break the success of the learning), nor the depth and success of prior education.

Lest these cautionary words seem superfluous, I offer a true and terrible example of packaged instruction for distance education: as tutor of a illiterate 30-year-old man in California, I opened our dialogue by asking him why he wished to learn to read, in order to make sure that his learning experience was based on his own motive and need, not on some externally established decision. He wished to learn to read so that he could become a computer specialist. Although this was a somewhat unrealistic expectation, it is typical of highly motivated and bright adults in our literacy programs, and his goal was not necessarily unattainable when he became more literate.

However, while we were proceeding with tutoring sessions, he had also enrolled with a computer company which offered a packaged "course of instruction". The student answered the questions by dialing coded numbers on the telephone. This man proudly showed me the "A" grades he was receiving. He could not read, and did not understand the instructions, nor the simple background textual information provided...his wife helped him decipher that. He had his workbook, his telephone, his wife, rudimentary reading and writing, enough right answers, an "A", and no computer specialist skills or knowledge. The computer course instructor did not know that, and neither did the student.

Effective learning takes place when a student has the chance to apply his/her own creative experience and knowledge to that process, when it results in the self-confidence of a new skill earned, when the reward is not only a good grade or praise from the instructor (though that is an important and immediate goal), but also the knowledge that a problem has been understood, tackled and solved, or a new idea or insight has been gained. This is a challenge to any educator, and especially to those educating adults, for their training as educators is likely to have been in the context of pedagogical or adult-to- children principles. It is a very distinct challenge to designers and instructors of distance education. Perhaps more training opportunities in precisely this field should be developed and certainly continual quality control must be maintained.

29-RTCPE-1-E

BACK-UP RESOURCES FOR DISTANCE LEARNING: OVERVIEW AND EXAMPLES FROM THE DUTCH AND BRITISH OPEN UNIVERSITIES

Sheila DALE, *Chief Liaison Librarian, Open University, Milton Keynes, UK*

and

Guus SCHIPPERS, *Director of Media Resources, Open universiteit, Heerlen, The Netherlands*

ABSTRACT

Recent trends in educational philosophy have been towards greater freedom, particularly for adult students. Distance education permits this and can also be attractive for economic reasons. It is characterized by the separation of students from each other and from teachers. Multi-media teaching methods are employed. This entails the provision of back-up resources (a) to support students, and (b) to support the teaching staff. This paper includes an overview of the media and their usefulness, indicating some didactic and economic variables. Examples of back-up resources from the Dutch and British Open Universities are given with particular reference to libraries.

Introduction and overview

The distinctive characteristic of distance education is the geographical dispersion of students and their separation from teachers. Students study on their own and mostly part-time, with varying degrees of support from tutors and an organization based elsewhere. The didactic principles behind this arise from the need to provide freedom for students, particularly adult students as to:

- time (to study *when* they wish)
- place (to study *where* they wish)
- pace (to study at their own speed)
- content (to choose their own courses)

Despite this need for independence one should realise that human learning is a social process and even adult learners need feed-back and interaction with other people in order to study efficiently. Along with the ideological trend towards open learning and developments in educational technology, distance education has been stimulated for economi reasons. The fact that the costs of a distance education system are less sensitive to the number of students has made it more attractive [1].

Before discussing back-up resources for students, we should like to take a closer look at the media which are, or may become, important in distance higher education. These media, as depicted in the diagram in Appendix I, fall into two groups: those which can be used independently and those which are interactive. In the case of the latter a student is in two-way contact with another person and able to elicit reactions specific to his/her own requests or contributions [2]. To show how useful a particular medium may be in distance education, some didactic and economic variables are indicated. The conclusions to be drawn will differ, depending on the national situation and the objectives of the educational policy. Nevertheless printed material and especially correspondence texts are clearly of major importance.

When considering back-up resources for distance learners, we should like to distinguish three aspects:

a) Back-up in the production of the correspondence texts
i.e. – services to course teams preparing materials
– guides to the use of libraries and literature.

The British Open University is well known for implementing and extending these services.

b) Back-up to the student studying a particular course
i.e – recommended reading
– availability of reference material and educational technology.

In the Netherlands an attempt is being made to improve the system for referrals between libraries, especially for distance learners.

c) Back-up to the student in general
i.e – to guide independent learners in making choices about what to learn, how to learn it, and what resources to call on to assist in the individual's learning programmes [3].

Before discussing some fo these back-up resources in more detail, it should be pointed out that our respective distance teaching universities have many features in common, but some differences in emphasis. The synopsis in Appendix II gives some comparative figures for the Netherlands and Great Britain. Both universities provide essential printed materials to students within the correspondence course materials and require students to purchase a

certain number of set texts, which are compulsory reading. For recommended reading they are referred to libraries. Audio-visual materials are provided via the national broadcasting network and the university (Great Britain), or the study centre (Netherlands). With regard to library services for students, the decision in both cases was to make use of existing public library provision and national networks. Although both institutions have libraries, these are working collections geared to the needs of the academic staff – they do not serve students directly. It is to some aspects of the work of these libraries that we should now like to turn.

The Dutch Ou and libraries

The media Resources Department of the Dutch Open Universiteit does not serve students directly, but attempts on behalf of Ou students to co-ordinate and further the services provided by other libraries. The public libraries in the Netherlands are comparatively large in number, but their collections are small and, in general, do not contain material of university level. But this very tight network of public libraries is well suited for the distribution of general course information.

In 1969 the state gave 13 so-called regional supporting libraries the remit of meeting the demands of students in higher vocational education and other people undertaking academic study outside universities, wherever they may live. Some of these regional supporting libraries are old academic county libraries and some of them are large public libraries. The Ou students are considered to be users of these libraries, and three of the libraries house an Ou study centre. As a first step to encuorage co-operation the Open universiteit granted course material and video-discs (as far as allowed by copyrights) to the libraries, and the Ministry of Welfare, Public Health and Culture supplied the video-disc players. Additionally a list of the most relevant recommended reading is sent to the libraries. Students are strongly recommended to buy compulsory literature themselves and not to rely on libraries. The next step was an experimental guide to the main libraries in a particular region. This guide contains not only the usual information about opening hours and services available, but also a description of their collections as a resource in distance higher education. Since the range of library services available differs greatly from region to region two more experimental guides, differing in layout, are planned. Of course these guides take a generic approach.

A system supplying more detailed information on the collections at a university level is in the making. In terms of the conspectus definitions these collections are of level 1 and occasionally of level 2 and have seldom been described in any degree of detail. That is why an approach has been chosen which starts from the 'current collecting intensity' (CCI). This CCI should be described in terms of the percentage of book titles of university level produced yearly. Because the annual production of book titles of university level is not known, an iterative procedure will be followed.

Finally the on-going computerization of the library system, especially circulation, affords the opportunity to register use of Ou students.

The British OU Library: services to course teams

The remit of the OU Library is to provide a service to support the full-time academic staff of the university in course preparation and research. It does not serve students directly, except higher degree students based at its headquarters at Walton Hall. Apart from the usual library facilities, it offers a number of subject specialist services to course teams, through the Liaison Librarians (graduate professional staff):

1 *Picture search* for the printed course materials – including locating and obtaining required items, the associated copyright clearance, progression of items through the OU system, liaison with appropriate personnel e.g. author, designer, photographic unit, editor, and assistance with resource bids.

2 Preparation of *guides to the use of libraries and literature* for students as part of course materials. (*Note*. These are not literature guides. They are concerned with the *techniques* of using literature and libraries and aim to give students the skills necessary to enable them to study independently.)

3 *Current awareness* – notification to academic staff of selected recent relevant publications.

4 Compilation of *bibliographies* and *literature searches*, including computer searches.

5 *Assistance to individuals*in the library or by telephone etc.

6 *Technology cuttings service*- on the impact of technogy on society.

7 *Attendance at Course Team and Faculty Board meetings* to assist with or as background for, 1-6 above.

8 *Reading course materials* as members of teams to comment etc., and for 1-2 above.

Picture search and the preparation of guides to the use of libraries and literature are undertaken exclusively in relation to course production, whereas the other activites also include a small, inseparable element which supports research. Picture search and library instruction have been singled out for special attention, as these represent the most unusual, time-consuming and complex separate elements of Liaison activity, which is covered in more detail in[4].

Pictures for course materials

The number of pictorial items on which detailed records must be kept annually is c.3,000. Relatively little picture search, however, is a straightforward clerical task. The particular problems associated with the large Fine Arts courses are illustrated in[5]. Even when there are no particular problems of quantitiy, other difficulties can arise. Discussion may also have to be undertaken with the author placing the picture request (or the representative in the case of consultants), either to clarify what is wanted or to point out that what is being asked for is not amenable to illustration by photograph or drawing. Examples of this kind of request include the following:

a) a breathless hush. What does it mean?

b) nineteenth century sleepers. Railway sleepers or people on park benches?

c) a self-directed learner. How is this type of learner distinguishable from any other type, or from any person in a photograph?

d) a child looking after siblings when he/she should be at school. How do you know the children in the photograph are not looking after siblings at the weekend, in the evening, or after school? How do you know they are siblings?

Guides to the use of libraries and literature

Over 60 such guides have been produced for inclusion with course materials. The aim of these guides has been to show students, in relation to specific subject areas, how they may gain access to the network of libraries as appropriate, to introduce them to the techniques of systematic literature searching and to provide examples of relevant bibliographical tools and organizations as sources of information, advice and publications. This has involved Liaison Librarians in close working relationships with Faculties and course teams.

If students are to build on to what they have learned during courses, and for OU students this represents a high level of investment in terms of both finance and effort, then they need to go on exploring and learninng for themselves after they have closed the pages of the last course unit. If the course was sufficiently interesting it might be hoped it had inspired enough enthusiasm for this. However, unless it provided some guidance in the use of libraries and literature, the only means open to students will be further courses, each with its inevitable cut-off date, each leaving them powerless to work independently, as before. New publications appear at an alarming rate; there is always a wealth of material from the past to extend one's horizons. The ability to use libraries and conduct literature searches effectively can be a powerful tool in self-development. For these reasons, guides to the use of libraries and literature form an important part of course materials.

Although it was concerned originally with undergraduate courses, the British Open University has moved into the field of continuing education (with courses aimed at professionals, community education and personal interest courses), and is now progressing towards the more general provision of diplomas and higher degrees. The need to be aware of sources of information and help pertains at all these levels. The materials created have differed considerably, according to the need of the students for whom they were prepared. They can be (and are) used also by students other than OU students working as independent or self-directed learners.

Since OU students are scattered all over the country and study at home in their spare time, they mostly use local public libraries, unless they have right of access to some other kind of library. Lower level courses are self-contained, and there is little requirement for students to move outside the course materials. Higher level courses, and some post-experience courses, make greater demands and often entail project work which may necessitate research in libraries, archives, and record offices. Most OU Regional Centres have produced guides to local resources. Some have organized seminars for OU students with local library staff. This work at the local level complements that of the Liaison Librarians, which can inevitably be a national level only, since we cannot have the local knowledge at headquarters in Milton Keynes. The guides to the use of libraries and literature referred to can also help staff in other libraries, eg. in public libraries (where there are less subject specialists) or in academic libraries (with individual students or in their own library instruction programmes). This small saving in staff time helps offset our debt to these libraries.

As regards access to university libraries by Open University higher

degree students, the position is slightly different. Students are required to satisfy the University that they have access to adequate resources. Some universities will allow higher degree students full use, including borrowing rights, but they may make a charge for this. There is a system whereby the Open University will make some payment towards this. Further information on library instruction and the relationship between the Open University and libraries can be found in[6,7].

Conclusion

We have sketched the position in our universities with respect to back-up resources for students, giving particular attention to library services. What is appropriate in one country may not be right or possible in another. These matters have to be determined in the light of prevailing conditions. In both the Netherlands and Great Britain there was much discussion over what was needed and how it could be achieved. Further information on both universities can be found in ‹s8-10›. Now, with the growth of distance education in recent years, there is more experience to draw on, some of which is being documented within the International Documentation Centre in the British Open University.

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APPENDIX I

Media v. didactic and economic variables

Media	Freedom of time	Freedom of place*	Freedom of pace	Feedback	Percentage of use in education	Indication of cost in $/hour
Independent						
Print						
correspondence texts	+	h	+	+	90-100%	1-3
book	+	h	+	-	<50%	1
libraries (reading room)	+	l*	+	-	0-5%	?
Broadcasting						
TV	-	m*	-	-	<1%**	60-300
radio	-	h	-	-	<1%	20-100
AV-media						
film	-	l*	-	-	<1%	20-80
video	+	m	+	-	0-5%	20-80
audio	+	h	+	-	0-5%	7-15
video disc	+	m*	+	-	0-5%	15-20
computer	+	m	+	+	0-10%	10-30
computer + video	+	l	+	+	0-10%	20-40
Interactive						
2-way communication						
telephone	-	m*	+	+	<1%	50-100
mail	+	h	+	+	0-5%	100-300
computer (electronic mail)	+	l	+	+	0-10%	100-300
cable	+	m*	+	+	0-5%	?
face to face (study centre)	-	l*	+	+	90-100%	7-20
self help group	-	l*	+	+	<50%	2-5
summer school	-	l	-/+	+	0-5%	50

* availability of medium may increase (e.g libraries,TV,film, telephone) or decrease (video-disc, cable, study centre) the freedom of space

** depends on the national situation

+/- yes/no

h/m/l high/medium(= at home)/low

Costs are calculated assuming participation of 1,000 to 5,000 students during the life time of the course (i.e. 5 or 10 years).

APPENDIX II

Comparative synopsis

Background information	Great Britain	Netherlands
Population	55,776,422	14,453,833
Education		
Minimum school leaving age	16yrs	16yrs
Percentage of 16-18yr olds in full-time education and training in 1981	32%	70%
Percentage of 18-24 yr olds enrolled in higher education:	15% (1984)	22% (1983)
On courses below degree level (level 5)	35%	59%
On degree level courses (level 6)	54%	41% (Includes level 7)
On post-graduate courses (level 7)	11%	
Libraries		
Number of public libraries	160	475
Number of public libraries per 10,000km^2	12	129
Open universities		
Founded	1969	1982
Year teaching began	1971	1984
Number of students when teaching began	24,000	13,500
Number of students in 1986	85,000	30,000
Number of courses when teaching began	4	15
Number of courses in 1987	171	34
Length of courses	400/200/100hrs	100/200hrs
Student fees per 100hrs	£50-100 ($82-165)	£230 ($115)
Media employed: See table in Appendix I		
AV & computer components in courses	4%	2-3%
Study centres	264	18
Number of study centres/10,000km^2	20.25	4.89
Number of academic staff (GB includes full-time regional academic, but excludes part-time tutorial and counselling staff)	624	109

Education statistics are taken from DES Statistical bulletins 10/85 and 4/87 [11] & [12].

65-READ-2-E

RESEARCH ON LIBRARY USERS

Dr. HELENA KOLAROVA-PALKOVA, *Ministry of Culture of the SSR, Bratislava, CSSR*

ABSTRACT

The research on library users can be considered to be an extension of the classical research on reading and readers. From the view-point of its content it is an extension connected with the extension of the content of libraris activities, and it is not only natural, but also inevitable. It perfectly reflects the theme of the 53th IFLA Congress- "Libraries and information in the changing world". Therefore, a regular attention should be paid to the research on library users also by our RT. It's name – R T for Research on Reading – need not to be an obstacle.

Within the IFLA middle-time programme for the years 1986-91, the R T for Research on Reading has the task to collaborate with international organizations, with national scientific research institutes in the field of research on reading. This cooperation could be oriented also to the problems of research on library users. It could also mean a closer cooperation with the FID, which regulary follows the information users' training and those of libraries.

Libraries and their services have remarkably changed their character during the last decades. They deal not only with library documents but their stock contain also other kinds of material which enable them to provide a wide choice of library and information services. These changes found their reflection also in the terminological sphere. In librarianship, the concept "reader" was connected semantically with reading and using of literary documents. The concept "user" originated in informatics was semantically connected with general usage of information/scientific information/. The user is defined as "a person or collective receipting and using informations in his practical activity". Within this meaning the concept "user" was transferred to librarianship and is used in the meaning of "the user of the library" or "user of the library and information services". Extension of the concept "reader of the library" to "user of library" became evident also in the extension of subject of the research and on social promotion of libraries. This situation can be found not only in Czechoslovakia, but also in other countries. At the meeting in Chicago in 1985, I presented an exhaustive paper dealing with the research on reading and readers in Czechoslovakia. Therefore, I shall mention briefly only that research on reading has more than sixty years long tradition in our country. Results of this research have been used as an efficient tool in the directing of teaching, in teaching of literature, in propagation of literature and as orientation code of the acquisition policy. The research on reading took place mainly at national libraries /The State Library of CSR in Prague and Matica slovenská in Martin/, at the scientific libraries, but also at research institutes. Later it became a part of the research tasks followed by our government. The subject of research has been gradually extended during the last twenty years. Not only reading and the readers, but the whole breadth of their needs and requests were engaged in this research. Such an extension of the subject of research requested also the practice itself. In Czechoslovakia, as well as in other countries, the library became an agile cultural, social and information centre, an institution, which is joined with the working process, as well as with the spare time of a man – the user.

The user of library has been studied as "complex personality". As a subject of research is considered his information behaviour, his information needs, as well as his personal and working characteristics, which stimulates his behaviour and requests. The general access in users, research is analogical to those in other social disciplines. The methods used for this research in Czechoslovakia are mainly the same, as abroad. In the beginning, the librarian methods/ analysis of library registrations/prevailed, later, the sociological methods gained the prevalence. Today, special attention is paid to the prognostic methods. This fact is connected with the demand to

anticipate the further development of the user's sphere and its needs. Considerable attention is paid also to the methodology of the research on users.

Several different devices, guidelines of general and special character too, have been elaborated to help the research. We find of a great importance too, to publish the results of the research and the experiences, we gained. Methodical literature dealing with the problems of libraries' users research is relatively rich in Czechoslovakia. It is necessary to say, that the problems of users were examined also at the theoretical level. Especially authors from the department of librarianship and scientific information in Bratislava and Prague paid attention to them/×Zatkulia, Weisenberger/.

We consider, as a main task of this research to help libraries to fulfil their basic mission: to make accesible the wide sortiment of library and information stock through suitable library and information services. To this also belong stimulation of suggestions for the improvement of cultural, educational, scientific and information activities of libraries, and enable them to act efficiently in forming the needs and the requests of their users. The research, already done in Czechoslovakia can be characterized as an applied research.

We expected as a result, an exact and clear formulation of suggestions for the practice, which should be easy to be managed and also economically acceptable. E.g., one of the results of an extensive research on information needs of library users, performed within the state research task at the beginning of 70s' is step by step building up the system of information training within the frame of scholar and out-of-school system. This research shows unambiguously, that the reader need not only the knowledges about the libraries and about their functions, but he should also get used to some certain manners in his work with informations and their application in practice.

It means, that we must teach the user to gain these habits since he enter the basic school, up to the university, and even further, at the work place. In this training should be a great importance:

1. The content of training must be in accordance with the age pecularities of the youth. In training of the adults, their information needs must be considered.
2. The forms of training must be chosen with the respect for the certain range of users – to obtain the reasons as good as possible.
3. The realization of the training is based on the different approach to the separate categories of users, therefore, it must be incorporated to the existing educational system within the frame of school, enterprise or department.

In addition to this system, also the out-of-school preparation of the youth and the adults should work, especially by the help of various mannuals, guides and other devices for users.

Information training in Czechoslovakia is being gradually introduced to the practice within the school system and also by the forms of the further education of workers in various professions.

The results we reached, are appreciated as being positive. Special attention has been paid to the research on users also during the examination of the functional model of universal scientific library, which took place at the beginning of the 80's in Slovakia. The research workers specified the users as one of the basic system-creating elements of the library. They stated, that work of every library is influenced by the interests, needs and requests of their users, which form the most important start points for formulating the social mission of library.

Number and composition of users limits a lot the breadth and narrow user's base, which is conditional on demographic, social and economical aspects. General institutionalized scientific, developmental cultural and educational profil of the region plays an important role here, as well as the structure and the level of the libraries and the information institutions. The research work pointed at the inner structurality of the users' range of every library. It is determined by the aim and purpose of the library services. In Czechoslovakia, several ranges of users in universal scientific libraries can be distinguished:

1. Research workers who use the library and information services for their creative work producing the new knowledge. They represent the prior range.
2. Users from the social sphere, especially economic and production practise.

They need scientific knowledge and informations for their practice in applied research and development, and in the management.

3. Users who use the scientific informations in the educational and instructional process, either as subject, or as a object.

In the seats of libraries where the high level schools are concentrated, this group is the most numerous.

4. Users who use library sources and services to satisfy their own, non-professional interests. In connection with the increase of the citizen's spare time it will be necessary to pay more attention to this group.

Groups of users profiled in this way are the basis of the categorization of universal scientific library users, which is provided in Czechoslovakia. The categorization determines remarkably the access, methods and forms of work, the extent and content of the work in library and information services. That's why the highest attention is paid to the first and the second category of users. Heavy demands are made on the level, quality and operative promptness of library and information processes.

The research emphasized, that it is inevitable to follow and evaluate the needs and requests of the users and the degree of their satisfaction permanently. This is the starting point for modelling the library holdings, improving the forms and methods of the work of the library. This is also stimulation for forming a conception of the library information training and education of users. Similar researches enabled us to specify also the functional model of services in district public libraries, improve the didactics of work with children and youth in public libraries and organization of their services.

The latest extensive research on users of libraries and their needs was realized during the last year as a preparation step to the solution of the of the research task "The integrated library-information system on the basis of electronization". This means the creation of a computer network on the basis of libraries, which will be interconnected within the whole Czechoslovakia and through the databasic centre also with databases abroad.

66-READ-3-E

SOCIAL MOTIVATION FOR READING

JADWIGA KOLODZIEJSKA, *Director of the Books and Readers Institute, National Library, Warsaw, Poland*

ABSTRACT

The paper considers reading both as a cultural phenomenon and a form of social participation which bridges the heterogeneity of society. The motive to read is individual but the act reflects wider values and social integration. The decline of rural settlements and the growth of urban life is accompanied by a diminution of altruistic behaviour and an increase of impersonal influences such as mass media. Some Polish data shows less book reading by secondary school pupils and many persons have no contact with books throughout the year. The mass media seem to be stimulating the popularity of light commercial fiction.

Reading is a cultural phenomenon. Reading is a form of social communication illustrating the existing value systems which affect education, professional qualifications, creativity, career patterns leisure time, favourite pastimes etc.

Our knowledge on social motivation for reading seen as a conscious participation in culture is rather patchy. As far as education, science, technology, organization, management and many other fields are concerned, the use of a book and book reading may be forced upon a potential reader and may be treated instrumentally.

Contrastingly, book reading may result from authentic needs of an individual and a group based on cognitive inclinations as regards history, politics, religion, economy, health etc. These instrumental attitudes towards the book and book reading do not have to exclude authentic attitudes and vice versa, on the contrary, they may coexist.

Our society, like every other society in the world, is heterogenenous. It varies depending on milieu (urban – rural), education level, profession, cultural traditions, philosophy of life, political convictions, wealth.

Next to a great intellectual potential, high level of knowledge and artistic inclinations of some social milieux, we encounter a low level of education, lack of cultural aspirations, absence of the book at home, poor language, and poor range of notions in some other.

Thus we shall focus on those social motivations which occur most frequently and may have impact on book diffusion and widespread reading habits.

2. Motivations are always individualized, though they result from a social structure understood as a group of mutually correlated roles and institutions. The position of an individual and a group in a social structure has always determined, though today to a different extent, the use of the book and the development of reading. Till the 19th century book reading was reserved as if for people born into a privileged group and sporadically for the well-educated which was a quality compensating for the lack of noble ancestry.

Nowadays, the major elements which block motivations for reading include the distance to the library which causes that still for those who

live in rural areas access to the book is more difficult than for those who live in urban areas.

Though over the past forty years one has observed structural changes in rural colonization which resulted in the decline of small rural settlements, betterment of communications facilities which increased the mobility of rural dwellers and enhanced contacts with bigger cultural centres.

3. Changes in rural colonization result from urbanization and industrialization processes. The possibility to find a job in industry and live in a city caused that hundreds of thousands of young and active people moved from the country to the city and rural population started to grow old. The process still goes on, though definitely to a lesser degree than in the 50s.

4. Population migrations on an unheard- of scale resulted in disintegration of traditional, social bonds, different value systems and life styles. They are often distant from those promoted by the mass media.

The mass society which finally emerged in the 70s represents the following group of features: (a) evanescence of altruistic attitudes, reluctance (with few exceptions) towards activites pro publico bono. This accounts for the decline of a number of small libraries in rural areas, which were traditionally run by un-paid workers. In 1970 there were 28,905 such small libraries, and in 1986 only 23,341, (b) uniform patterns of political, social, and cultural organizations and consequently rather invariable propagation of reading, mainly at school, (c)change of preference in relation to forms of participation-in culture and favourite pastimes. This results in the overwhelming presence of television and other forms of entertainment, like pop music and related activities which eliminate book reading (discotheques-also in rural areas, 1p collecting, idols' photographs etc.), (d) instrumental attitude towards reading and using a library which are both forced at school, or are connected with the acquisition of professional qualifications, (e) promotion of behaviour patterns and customs spread by the mass media, primarily television. This point refers to fashion, use of music equipment, minicomputers etc., and dissemination of the colloquial language; (f) diffusion of basic knowledge about the past and contemporary culture. Average readers could name only authors and titles of books from the school reading list. According to the results of a special survey only 63,6% of those who declared they came in contact with books could name an author or a title of a book read recently.

5. Among the existing value systems revealed in various sociological studies, those most frequently enumerated ones refer to education and professional qualifications. The Polish society is characterized by a general tendency to raise the level of education. This applies particularly to vocational schools with a three-year long training period. They are attended by youth after eight years' primary school. Every other graduate of a primary school goes to a vocational school.

On the other hand, the interest in grammar school education diminishes from 25.5% of youth in 1960-1961 down to 17.6% in 1970-1971 and up to 19.3% in 1983- 1984.

According to statistical data reading activity of primary school pupils is higher than that of vocational school pupils.

Poland's book lending average per one primary school pupil in rural areas amounts to 15,4, whereas in urban areas to 16.2, and per one vocational school pupil 9.5 and 9.4 respectively.

Research on readership shows that the period spent in primary and then vocational school, though quite long (8+3) does not suffice for fixation and development of the book reading habit. And though primary school pupils are very active readers and constitute 34.7% of public library users, in their adult life they usually lose contact with the book. Among public library readers adults with primary education constitute a very small group. This point is relevant for the development of readership because according to the forecasts of education authorities in the nearest future the interest of the Polish society in vocational schools will remain at the same level whereas the interest in secondary schools and university education will decrease. This may be influenced by Poland's economic difficulties and the constantly falling living standard in some social groups, particularly among white collar workers (civil servants, teachers, doctors, librarians). The declining living standard forces people to go to work at a younger age.

This situation creates poor prospects for book reading, because it is a general truth that a greater percentage of people with secondary education increases the social range of books and contributes to the expansion of book reading habits. And though university education is regarded as an honour (50% of the respondents), yet still the well-known fact that people with university degrees do not earn more than those who have vocational education (70% of the respondents) creates a sufficiently strong motivation for such jobs as a locksmith, plumber, electrician, i.e. jobs which are concrete and well-paid.

6. Reading interests depend on importance that individuals and groups attach to education. Book production and library stocks should correlate with actual reading interests.

It is a tradition of Polish readership that fiction enjoys the greatest interest. Numerous factors which built up this tradition include: (a) strong need of national identity with reference to the history of Poland (Poland's national identity was particulary endangered in the 19th century), (b) sensitivity to social and religious problems.

Although in the meantime the role of fiction became less significant, it still is integrating. In 1984 it represented 47.3% of all public library stocks, and 45,5% of all lending. Non-fiction, on the other hand, represented 29.5% and 17.3% respectively.

Readers interests widely diverge from the structure of library holdings. This relates also to the structure of book production because in 1984 fiction constituted only 15.01% of the entire publishing. Fiction enjoys tremendous popularity both in rural and urban milieux, among adults and younger people, is most frequently bought and found in home book collections.

Interest infiction does not merely result from cultural traditions. Very popular types of literature include light, commerical literature (detective stories, thrillers, books of war) which evaporates from readers' minds as quickly as it is read.

Commerical books have been recently accompanied by such tv soap operas as "Isaura the slave" or "Return to Eden" which most probably help escape from difficult reality and day-to-day problems. There is a great demand for dreams in which justice eventually wins and good triumphs over evil. The more so that those fairy tales take place in exotic settings usually comparable to royal or princely courts. Lack of popular literature in sufficient amounts on the book market and in libraries discourages those reader who for many reasons are not interested in valuable and elitist prose.

The survey carried out by the Books and Readers Institute in 1985 on a representative sample of population above 15 years of age revealed that 35.4% of the respondents have had no contact with any sort of a book over the past 12 months, 20.9% could not recall any such contact, 9.8% declared a sporadic contact, 8.6% read more or less one book a month, 7.9% one book a week, 12.8% read everday, 4.8% frequently.

The above results prove that social motivation for reading is correlated with changes in the social structure.

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63-READ-1-E

BIBLIOPSYCHOLOGICAL DIMENSIONS OF THE READING EXPERIENCE

Sylva Simsova, *Information Systems Consultant, Data Help, London, UK*

ABSTRACT

A summary of biliopsychological research at the School of Librarianship and Information Studies of the Polytechnic of North London between the years 1966 and 1984, and an assessment of the relevance of bibliopsychology today.

During the twenty years of her research into this subject the author has revived Western librarians' interest in the work of Nicholas Rubakin. She explores his research methods and relates them to some present day ones.

As a junior assistant in a public library in London more than three decades ago, I used to puzzle over the fact that the same book would call out a different response from each reader.

I was studying for my professional exams and hoping that the

profession would offer me an explanation; but to my disappointment I finished all my exams without learning anything about reading. My extracurricular reading of the professional literature was not much help either. With a few exceptions the professional literature of the late fifties was silent on the subject of reading.

I set out on a lonely quest. I experimented with reading surveys in my branch library and learned that a research's enthusiasm is not always shared by others. I applied for a research grant and learned that financial support for research is hard to come by.

Luckily, shortly afterwards I joined the teaching staff of one of the rapidly expanding schools of librarianship. In 1963 the revision of the Library Associations's syllabus brought in an innovative spirit and schools of librarianship were exciting places to be in. To begin with, the new syllabus allowed for only one hour's lecture on reading during the two years' course. It was one hour more than what I had been offered as a student. However, within five years the subject of reading gained its proper place in the syllabus.

My students' enthusiam enabled me in 1966 to do the first Rubakin experiment when 74 volunteers gave up their spare time to participate. In later years the participants were student enrolled in my psychology of reading option. Thanks to the cooperation of successive generations of students I collected material for a longitudinal study of reading between 1966 and 1984.

In my quest for a conceptual framework which would describe and interpret the reading experience I discovered Nicholas Rubakin's theory of bibliopsychology which at the time was completely unknown in Britain and little known in the West generally. I came across him accidentally while working on some translation-abstracts. His theory provided the answers I had been looking for and I set out to make it known in the English speaking world. I wrote articles, edited a selection from his writings and explored the theoretical background to bibliopsychology in the MPhil thesis. In my work with students I also attempted to replicate his 'special method' investigations.

In the 'special method', subjects are asked to record their reactions to a text one word at a time. It is as if a film is slowed down to show only one still at a time.

The reading experience can be measured on two scales: the abstract-concrete continuum and the continuum of emotional reaction/abscence of emotions. These two scales can be imagined as the axes of a two-dimensional space in which each reader's reading experience can be located. The readers whose positions are close will have more in common than those whose positions are scattered far apart.

To simplify the description of their positions one can distinguish three types: readers in whom images predominate, readers in whom abstract thinking predominates, and the middle type. Each of these can be subdivided by the intensity of their emotional reaction as: readers with a strong emotional reaction, readers with a weak emotional reaction, the middle type.

During my experiments I found that subjects were fairly reliable in introspecting and recording the presence or absence of images when reading. They were, in my opinion, less reliable when recording the presence or absence of an emotional reaction.

The data provided by the subjects can be analysed in two ways: To map out the position of the reader in the biliopsychological space (an average of his/her reactions to all authors) and to map out the position of the author in the bibliopsychological space (an average of the reactions of all subjects to one author).

The table provided shows the bibliopsychological classification of authors included in investigations. It comes as no surprise that Beckett calls out a more abstract reaction than Sutcliff and that Lawrence calls out a stronger emotional reaction than Beckett. Most of the non-fiction writers form a cluster in one corner and most of the fiction writers a diagonally opposed one.

Findings about readers are not so easy to assess because we have no yardsticks other than sociological descriptors such as sex, age, education – and these do not provide an adequate measure of bibliopsychological types which are related to other factors concerning the process of reading itself about which we still know very little.

Over they years we did various supplementary experiments to explore the context for the Rubakin experiments. The most successful was the likes/dislikes survey, the findings of which are useful in their own right. They do not, however, link with the rubakin experiemnt.

When trying to measure the reading experience we are looking into personal experience which is difficult to observe from the outside. In the end we have only the subject's word for it when he/she tells us about the images called out by reading. In early psychology introspection was acceptable, but later under the influence of behaviorism it fell into disrepute. The theory of bibliopsychology was badly affected by this trend. Imagery was not investigated again until the mid-sixties. Today, the growth of psycholinguistics provides a favourable climate for the bibliopsychological method to be applied anew. Its similarity with the semantic differential is striking and offers scope for further research.

The Grid technique, too, seems to have something in common with bibliopsychology, even if it is only because of the desire to measure something which seems to be unmeasurable. We used it for tow years running, but unfortunately we did not establish a link with the Rubakin experiment. There is, however, scope for further investigation in this direction.

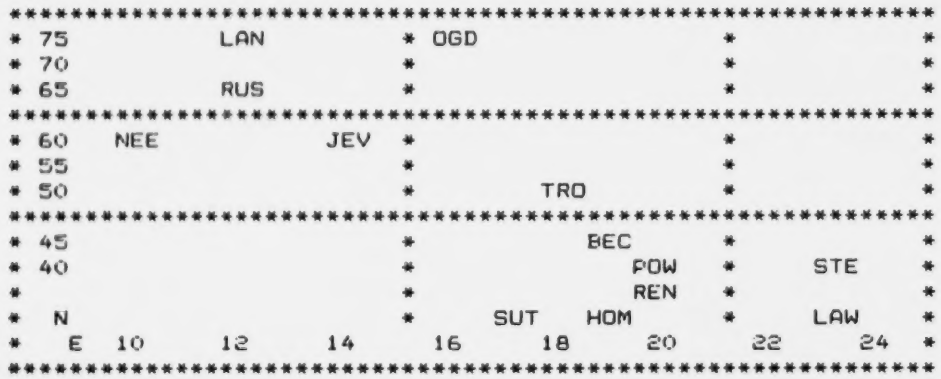
To me the most meaningful part of the investigation was the reaction to individual words. Rubakin in his later work put forward the concept of 'mnemic' and 'algebraic' words. Mnemic words are those which call out the subjective reaction, while the algebraic ones just hold the text together.

Studies of readability attempt to measure a quality of writing which produces a satisfactory average reading experience. They have developed various ways of measuring the 'human interest' as contrasted with 'reading ease'. They differ from bibliopsychology in assuming that there is some kind of a universal reading experience and they do not relect the premise that the reading experience is necessarily subjective. There is scope here for further research.

To sum up: The theory of bibliopsychology formulated in the early part of the century offers us concepts with which to produce a new model of reading focusing on tne inner processes and regarding the text as a stimulus which calls out the reading experience. To borrow an analogy from aesthetics: If I and my dog watch a picture on the wall, where is the work of art: on the wall, in my mind, in the painter's mind or in my dog's mind?

We can imagine the text as offering greater or lesser scope for the reader's creative participation. This is best imagined on a graded scale, with poetry being placed towards one end of the scale and railway timetables towards the other. The reaction of different readers to the same text can also be graded according to the degree of their creative participation. Some will project even onto a railway timetable. Others will project very little even in the case of words which generally invite projection, such as 'deep blue sea'. We can presume that the two potentials, the potential for a reader's participation inherent in the text on the one hand, and the reader's own potential for involvement on the other when they are combined produce a unique reading experience.

The uniqueness of the reading experience has always been something of a mystery. The theory of bibliopsychology formulated by Nicholas Rubakin almost a hundred years ago points in the right direction for finding an explanation. As the linguistic and psychological paradigms of today provide a favourable climate for bibliopsychological investigation we should not let the opportunity slip



and we should try once again to understand the reading experience better.

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57-TRAIN-3-E

HARMONIZATION OF EDUCATION AND TRAINING : THEORY AND PRACTICE

by

Yves COURRIER , Head of Section for the
training of specialists and users,
Division of the General Information Program (PGI/TSU)
Unesco, Paris, France

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ABSTRACT

This paper reviews the issues related to the harmonization of training programmes in librarianship, information sciences and archival studies. The main topics which can be taught in an harmonized context are briefly presented, followed by a report on Unesco's action in this area and the main difficulties encountered in promoting the idea.

Harmonization of Education and Training: Theory and Practice

By

Yves Courrier

Chief, Section for the training of Specialists and Users,
Division of the General Information Program (PGI/TSU)
UNESCO.

INTRODUCTION

Before an audience composed essentially of librarians, it may be useful to remember what is meant by harmonization of education and training. Of course, most of this presentation will consist of the development of this idea, and the definition given at the beginning should only be considered as a general framework which will be explained in many ways.

Harmonization of education is both a concept and an objective. According to the concept, education of archivists, librarians, and information specialists contains enough common elements to try, where candidates are favorable, to organize education of all three groups together. The objective consists in trying to ensure that this harmonization of education takes place wherever possible.

The distinction between these two approaches to harmonization allows us to structure the paper which follows. The concept of harmonization will be developed theoretically. From a practical point of view it will indicate what has been done to attain the objective and the principal difficulties which have been met.

First, however, here is a brief historical account.

It is not by chance that the word "harmonization" appeared for the first time in the Final Report of the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructure (NATIS) organized in Paris in September 1974 (1). This report stated, "The concept of NATIS implies that the government - at the national or local or state level - should facilitate maximum access to all pertinent information through documentation services, libraries, and archives (2). It was, therefore, natural that the analysis of personnel resources (Objective no. 6 of NATIS) and the education of this personnel (Objective no. 8) should be part of the objectives for national action for the three groups in question (3).

The other principal routes on the way of harmonization are stated in the brochure on harmonization which has been recently published. Let us review them briefly:

- Creation of a general information programme by the General Assembly of UNESCO at its 19th session, (1976)
- A meeting of experts on harmonization of the programmes of education in archival materials
- A joint meeting of CIA, FID, IFLA at Bellagio (1986)
- An international seminar on harmonization of programmes of teaching information science, librarianship, and archival science.

To this series of meetings one must add the technical seminars organized by the education sections of the three organizations. The last of these has just finished in London and Miriam Tees will present a brief report of it.

I. THEORETICAL CONSIDERATIONS

One will see in the second part that there is no lack of practical difficulties which put obstacles in the way of harmonization. These difficulties could be more easily overcome by avoiding the creation of artificial divisions. I have tried in the past to show that the information professions were identified by service rendered to a given clientele. The fundamental elements of these services were the same. What vary are the clients and their specific needs and therefore the practical aspects of the services. That is why it is, in my opinion, useless, in fact dangerous to draw among the information professions some line of separation which separates one part of the profession. This does not mean that all professionals should receive the same education; quite the contrary. Those from each group should receive concrete and practical education to prepare them to serve their chosen clientele in the appropriate way. Obviously one does not use the same intellectual and practical methods to train a child in primary school and a post-doctoral researcher of the representative of a citizen's group and the legal service of a multinational corporation. But satisfaction of the needs of different sectors of the work force is not opposed to the formation of a united and solid professional corps. Without being too familiar with archives and their clientele, it seems to me possible to identify two examples where continuity between archival science and information science on one hand, and between archival science and library science on the other hand, is evident. The preservation in archives of historical and literary personalities, very often entrusted to national libraries or universities, comes from intellectual techniques (principles of provenance and classification) and materials (arrangement and conservation of manuscripts) that are clearly archival. The use of technical know-how in an industrial enterprise presupposes access to information which is both archival, since one finds it in the organization's own files, and documentary, for patents, licenses, technical reports, etc. It is useful to study more closely these and perhaps other examples in order to define more precisely the objectives of solid and realistic education. The various meetings and work on

harmonization cited above have permitted us to make some progress in common education for archivists, librarians, and information scientists. To be more specific, one can examine very briefly the subjects covered in the brochure prepared by UNESCO. Developed in consultation with a wide range of representatives of the three professions, this publication provides the longest list of subjects which seem to lend themselves particularly well to harmonization.

The idea of information It has been said again and again that the nature of information, its value, its generation, its storage, and its use, is not necessarily tied to one area, or to the milieu in which it circulates. Historical, social, and technical aspects do have their importance and define problems and practical solutions. But theory itself should free these accidental phenomena to study a concept which is entirely abstract and immaterial.

Information policy The study of the needs for information, the examination of solutions and the development of a legal and institutional framework to provide information to all sectors of society forms the object of a national information policy of a country. Such a policy, taking into account the existing institutional framework, should be able to succeed. The concept of a national policy and its constituent parts is therefore a special area in which one can help future archivists, librarians, and information specialists to see themselves even during their training, in relation to their parent institutions and the national efforts toward development.

Systems Analysis: More than a discipline, systems analysis is a method which is applicable in many areas. Its introduction into library science dates from the early days of automation. The other branches of information, some of which have a real need of rationalization, would no doubt profit greatly from such an analysis.

Administration and management: Planning, organizing, coordinating, controlling, assigning objectives and resources necessary for a wide range of human activities. One can easily identify a certain number of concepts and methods and practical tools which are especially applicable to the various information professions. Obviously one does not manage a national library with a staff of several hundred people in the same way as one manages an information centre with a single professional. But the basic ideas of administration and management can easily be taught in common.

User studies: Although the public of each information service, archives, libraries, and information centres, is unique, the methods for knowing them, for example, techniques of interviewing, are naturally common. The simple fact of putting the user at the centre of the training of information professionals, which is the result of a very recent but very

important evolution, demands special attention on the part of instructors.

Document analysis: Whether for archives, libraries, or information centres, the development of tools for information retrieval according to precise criteria has called for considerable effort: classification systems, thesauri, research tools. Fruitful exchange has already taken place but fundamental common principles remain to be developed. Although it would be dangerous to propose such principles for harmonized education, a certain initiation into the tools of the three disciplines would seem to be indispensable, if only to serve users better by knowing how to steer them towards other information services.

Exploitation of the sources of information. We came back to two previously stated points: better knowledge of users and their needs and greater familiarity with the whole range of reports to the evaluation of the validity of information sources, there are many elements which permit all professionals to improve the quality of their service thanks to the value and the specificity of the product of information which they provide.

Conservation: The length of time to keep various types of documents, the type of use expected, and the techniques for using them vary considerably from one milieu to another. However the composition of containers, storage facilities, techniques of conservation, risk of destruction are all subjects which in various degrees concern the various information professionals and, again, that which concerns all three is not negligible.

Technology: Technologies are evolving quickly. Their impact on information service is difficult to determine. For example, the use of micro-documents has not had the success that was hoped for, when micro-information could have been introduced into institutions of all types. The panoply of methods of reproduction is now very vast and telecommunications have fundamentally transformed the organization of work in many information institutions. To be able to understand new technologies, to evaluate their impact and their potential and to be capable of keeping up with their evolution are pedagogical objectives which can be assigned without hesitation to a common program of education for archivists, librarians and information scientists whilst the use of specific technologies will be part of specialized instruction according to the application of each branch.

Research methods: To the extent that the university and the level of higher education become the norm for the education of information professionals, the need for education in research methods becomes more and more necessary. It will doubtless not be possible to provide all students with an in-depth knowledge of all methods used from historical research to computer simulation. One can at least see that graduates are enlightened consumers of research, capable of evaluating research carried out in their

fields and to make practical application of it.

This very succinct review of several topics suitable for harmonization does not attempt to be exhaustive. It simply shows that there is no lack of pertinent examples to demonstrate the possibilities of common instruction for information professionals. Harmonization is not based only on the practical questions of economy of resources, people and materials. There are important theoretical elements which justify this approach and which deserve reflection and in-depth exchange between the members of the various information professions.

II PRACTICAL CONSIDERATIONS

Amongst the specific activities designed to promote the concept of harmonization, one can cite without hesitation the symposium organized by UNESCO in 1984. This event has several important aspects: thanks to the preparatory documents (5,6,7,8) it was possible to reflect profoundly upon the theme of harmonization and some of its components (management, technology, user studies). A balanced selection among archivists, librarians, and information scientists, was made so that the results of the seminar were representative of the different branches. And at the end it resulted in the development of a very concrete plan of action which serves to guide the efforts of UNESCO in this field. We can cite, among the concrete suggestions which can be followed:

- Preparation of Guidelines for inquiry into manpower in the sector of information (9) available in English, French and Spanish

- Preparation of Guidelines on Curriculum Development in Information Technology for Librarians, Documentalists and Archivists (November 1986 (10) available only in English

- Preparation of a promotional brochure addressed to associations and professional schools (June 1987 in English, French and Spanish)

- Preparation of Guidelines on the teaching of Marketing (to be published November, 1987)

- Preparation of a Reader on Management (to be published November 1987)

UNESCO, in its efforts to promote the concept of harmonization, is happy to be able to count on the efforts of concerned non-governmental international organizations, the International Council of Archives, the International Federation for Information and Documentation and, of course, the International Federation of Library Associations and Institutions. The various seminars organized jointly by the education committees of these NGOs, sometimes supported financially by UNESCO, shows the interest

raised by this philosophy. But it is important to realize that this support at the highest level should be prolonged by a much wider appreciation. This was the intention of the participants at the UNESCO Symposium who recommended the preparation of a promotional brochure to be distributed amongst those concerned with this matter.

But who are these concerned groups?

First of all, besides the international organizations which I have mentioned, the national associations are interested in harmonization from three points of view. First, they are concerned about the image which they wish to give themselves before the public. It is a good thing that information professionals should make better known to users of all categories and to governments the value and importance of information. They should know that management of information requires complicated and precise techniques and that persons charged with this function have inalienable professional and ethical responsibilities. As with other professions, users of information services should know what services they can expect and be able to judge the professional qualifications of those with whom they are associated. If it is true, as I tried to demonstrate earlier, that there is a fundamental concept of information and a natural homogeneity in information services, professional associations unite their forces to ensure the best possible understanding of these services by users.

The second point is that of the defense of the interests of the profession. It is the responsibility of the associations to inform those who hold public power and other authorities, government or private, of the status and value of information specialists, as well as of the competencies and education which they require. Here, too, the interests of information scientists, librarians, and archivists converge, and harmonization of education clearly reinforces their positions.

The third point is that of professional education. The associations obviously have a right of inspection over the curriculum for formal education and a direct responsibility for continuing education. The advantages of harmonization in this field are the same as those for the schools and will be developed in the same way.

This leads us to another area directly involved in harmonization: the professional schools. Of course one must first emphasize the intellectual exchange and mutual enrichment which a harmonized approach can bring. The list of sectors studied in the first part of this paper should be sufficient witness to that.

But there are many material advantages: space, libraries, audio-visual laboratories, information science, reproduction and conservation, management of institutions, selection, practice, and placement of students: the most effective use of teaching

faculty. It is therefore for reasons both intellectual and material that schools should be the most enthusiastic promoters of harmonization.
The third group which is interested in harmonization, perhaps less directly, is the government authorities. As we have already seen, the idea of a national information policy, which permits a global evaluation of the needs and the methods required to fulfil the needs as a function of national priorities, is not recognized everywhere. This is the only approach which permits a realistic definition of the objectives and the best use of resources. Promoting harmonization is an opportunity for all information professionals not only to participate in this national effort but also to demonstrate one of the special methods to achieve it.

It may be that there already exist some methods for promoting harmonization and if the targets are identified, one can regard the future with some optimism. One must not forget, however, that difficulties may arise, and it is preferable to be prepared and to face them.

The difficulty most often met, and no doubt the most serious, is lack of understanding. And one should not be surprised, because the concept of harmonization is not simple. Harmonization means to promote a certain rationalization of education, but without giving precise directions. Actually, concrete applications will always depend on local conditions. One must therefore be content with general plans. Harmonization is not one single curriculum for archivists, librarians, and information scientists. Harmonization is not the juxtaposition, without any communication of three distinct curricula. It is really an intermediary which cannot be defined beforehand or from outside. In each actual situation those responsible for instruction, in consultation with the various branches of the information profession, must decide just to what level it is possible to go in common education, taking into account the resources available and the categories of work which can be reasonably expected.

At the same time, it must be clearly understood that harmonization does not imply the fusion of the various information professions. As I have said earlier, it is important in the range of professions that certain groups may be easily identified both by the education they have received and by the particular services which they can offer to their clients. This specificity of services is fundamental and should be carefully nurtured by adequate education. Harmonization is in no way contrary to this, and should, on the contrary, in favouring a better use of resources, allow more specialized methods of instruction to be consecrated to each profession.

A second difficulty should be noted that although harmonization is theoretically viable in all circumstances, it must be applied taking into account the historic and social conditions which exist, and should continue to characterize the profession milieu.

In the West, in particular, traditions are very strong and existing institutions need not necessarily be turned upside down: this applies as much to educational establishments as to professional associations and other institutions with national responsibility. Besides, in developing countries with a large population, one expects there to be an important mass of professionals. In general this means very specialized needs for qualifications, and therefore it is more difficult to imagine frequent use of a common trunk. We must therefore keep before us the many existing criteria before we choose in which way harmonization can be achieved. It is evident from this that developing countries with small populations where the professions are not already well established, will offer the most favourable conditions. One must not forget, however, that the range of countries in which harmonization already exists is large and diversified enough to show that, if there is need, the opportunities are great.

CONCLUSION

A third difficulty which must without question be overcome is known to all and has already been met many times: that is resistance to change which is found as much in individuals as in social groups and institutions. It is useless to dwell on this point: all innovators know that to introduce new ways of thought and action demands perseverance, conviction, enthusiasm, persuasiveness, and many other qualities.

I am convinced that there are enough resource people of this type amongst archivists, librarians, and information scientists for a great step to be taken towards harmonization of the information professions. UNESCO has invested much effort in this. We are happy to have the support of the NGOs and of many institutions responsible for education.

From what has been said, we can see that if immediate action to establish harmonization is the responsibility of educational institutions, the consequences of this approach will go far beyond the present situation and should be felt in the wider sectors of society. That is why I hope that this initiative will continue and spread thanks to your collaboration.

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W(h)ither research ?

by

Clifford HARRIS

University of Salford
Salford , U.K.

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W(h)ither research?

Colin Harris,

Clifford Whitworth University Library,

University of Salford.

When I was closely involved in library and information research, I found many aspects of research worrying. Now as a practitioner, a library manager, with a different perspective, I find many other aspects of research worrying. Altogether, therefore, I find research very worrying indeed! And my worries were not alleviated when recently I met a former colleague from my research days; an excellent researcher who is now coming to the end of a three year research project in a field quite different from library and information services. 'Of course', she said, 'it's all a complete waste of time'. 'Why do you say "of course" ', I asked. 'Do you mean that it is in the nature of things that research is a waste of time?' 'Yes', she replied. 'Almost all of the research that we do is bound to be a waste of time'.

I take this, then, as my starting point. Is research a waste of time? Does it have to be? How can you prevent it from being?

Of course, these questions can only be answered in terms of the criteria that you happen to choose. If your criterion is that research should be applicable or useable in practice, much research would be considered a waste of time. If your criterion is that research should represent, or add to, scholarship, much research would be a waste of time.

Perhaps there are some kinds of research that we simply should not worry about. Research that is carried out, for example, for Masters' or Doctoral dissertations may constitute simply an exercise in research. Whether or not the research is relevant to practice may be irrelevant; the appropriate criterion is that the research should be technically sound. Similarly, if individuals have personal research interests that are of no relevance to anyone else, that is their business. Whether or not any publisher or journal would wish to publish the results of such research is another question and I can add that finding time for such marginal research pursuits is going to become increasingly hard (at least in the UK) and, in my view, rightly. Perhaps we should add a third category of research that we should not worry about, and that is research that is not really research at all. I am talking here, of course, about what used to be the librarian's favourite form of research; the compilation of bibliographies.

Bibliographies are, presumably, going to become less and less necessary, and, presumably, less and less common as a librarian 's research pursuit.

What, then, is left? What should we worry about? What is left is the vast majority of library research (at least in the UK) that is funded directly, or indirectly, and that is aimed, directly or indirectly, at the improvement of the practice and management of library and information service provision.

There are three aspects of such research that I would like to explore:

- decisions about what research should be done,
- how research is carried out,
- dissemination of information about research and its results.

Before I continue, I ought to say that what I am saying is based upon my own experience and perception in the United Kingdom. But this should not be taken as simply giving you a picture of what happens in the UK. I am sure that, whatever country you are from, you may recognise some of the problems that I describe.

Decisions about what research should be done.

When I was a director of a research centre, we had an advisory committee, composed of representatives of various sectors of the library and information community. Its task was, primarily, to assist in the formulation of a research programme, i.e. help us to decide what research to do. It didn't work. I have to say that representatives of the book trade - publishers, booksellers and their various agents - had a fairly clear idea of research needs, and the research that they needed was simply market research. The representatives from the library and information service community had very little idea. After a year or so, the advisory committee was scrapped. After that, I continued to attend the meetings of the advisory committee of Pat Layzell Ward's research centre. This committee was large, composed of many eminent people, and thrived. It too, in my view, was a failure. While its members had no difficulty in thinking up problems, usually of the 'wouldn't it be interesting to know.?' variety, I felt that for the most part they had no real grasp of how research related or might relate to their professional or management activities

or tasks, and certainly no idea of how to formulate a programme of research.

I myself, feeling the need for some form of guidance from practitioners, sought advice - or at least information - directly from various sectors. That too failed. The representatives of higher education libraries, for example, made no responses to invitations to influence what went on in a research centre provided, among other things to help solve problems in their sectors.

At a higher level - the level of the national funding body for library and information research - advisory committees operate. The advisory committees contain more or less the same types of people as we used to find on our centre's advisory committees. The task of such higher level committees is, of course, to set policies and priorities for funding; the task of the officers of the funding body is to implement those policies and priorities in the selection of projects for funding.

The setting of priorities is a necessary task in times of scarce resources, and an interesting process. In the early days of the British Library Research and Development Department, there were no formal priorities. Seven or eight years ago they decided that priorities were needed, but produced a list of priorities that, as was observed with some mirth at the time, didn't really exclude anything.(1) Now, there are, apparently, real priorities: a smallish number of areas have been identified for potential funding.(2)

The interesting question in the matter of priority setting is, of course, would another body of people set the same priorities? The advisory committee of the BLR & D Department has among its members, for example, a university librarian and a polytechnic librarian. I believe that these members do not sit as <u>representatives</u> of their sectors nor of their sectors' associations. Their views in setting priorities are probably not, therefore, the considered views of their sectors.

How research is carried out.

I want to say a little here about research methodology and styles of research.

You will have gathered already that I believe that there is a fundamental problem of the failure to use research, broadly speaking, in the library and information professions. I believe that this problem is due primarily

to a failure to understand basically what research is, how it is done, and what it does.

Nowhere is there more ignorance and confusion than in the area of research methods. There are, I think, three basic misconceptions:

- the more quantitative research is, the better the quality.

- something is better than nothing.

- 'scientific' research gives you facts; social science gives you opinions.

Ironically, these views are often held by the very same people.

There is an obsession with quantitative aspects of research. Among those conducting surveys, or considering conducting surveys, there is a common obsession with the size of the sample. They know that they may be criticized if their sample is wrong. They do not understand sampling, so they know they have to get advice. And yet their research instrument - questionnaire or interview schedule may be useless.

And yet this quantitative obsession to get things right will not deter the same people from a belief in the 'quick and dirty'. A rough and ready survey may not be 'scientific'. but at least it gives a rough idea, enough to act upon. Nothing could be less true. More often than not a quick and dirty study will ignore even the most fundamental principles of sampling, and deliver results that are quite misleading.

An extension of the view that the more quantitative research is the better its quality is the view that only 'scientific' research can give you facts, whereas social science can only give opinions. This view is unjustified, on two counts. First, as often as not what we are seeking is some kind of opinion. I remember carrying out a consultancy for an institution shortly before I left research, in which our task was to survey, among other things, users' opinions about the library. The opinions were actually rather negative, not about the library, but about the institution. Of course, our report was rejected by the institution as a lot of opinions.

The second, and more important reason why it is wrong to regard social science as giving only opinions relates to

explanation and understanding. The tasks of both science and social science are to explain phenomena. The methods that science and social science use are to some extent common, but not completely common. Indeed, the notions of explanation are not completely common. Scientists think of explanation of events in terms of being able to predict those events. Social scientists think in the same way to some extent, but may also think in terms of explanation of an event as 'rendering that event intelligible'. That is quite a different matter.

This raises the question of the status of facts, the status of proof, etc. The old scientific model that centres upon the formulation of hypotheses and null hypotheses and their testing and acceptance or rejection, etc., etc., is giving way to quite a different model, in which theories, or explanations, are not once and for all creations, but emerge, change, evolve and are always incomplete. This model of research is entirely appropriate to much of what we are trying to do, for example the exploration of the behaviour of information users. But the model is appreciated by almost no-one, least of all those who by training or by prejudice (or both) only allow the conventional 'scientific' paradigms.

In this matter of the appreciation of research and its methodology we are not, unfortunately, helped by our colleagues. For example, some years ago Don Revill wrote a piece entitled 'You can't do research in librarianship'.(3) I am not sure that it was meant to be taken very seriously (indeed, taken to its logical conclusion, Revill's argument is that you can't do research in social science or, even, you can't do research!) but many people did take it seriously, particularly those who were less sophisticated in their understanding of research.

At the other extreme another colleague, Nick Moore, who spent many years in the British Library R & D Department, has given us a book (now in its second edition) entitled How to do research,(4) which suggests that research is all a matter of common sense, and that any fool can do it.

Both positions are wrong, of course. Research is complex and problematic; what is needed is guidance through the complexity (so that people change their absurd notions about something being better than nothing) and assistance in resolving what is problematic.

Dissemination

Dissemination of research results was, until relatively

recently, not regarded as a problem. The combination of beliefs that a potential audience (perhaps of practitioners) was waiting with bated breath to read the outcomes and that researchers were both motivated and able to communicate research was enough. It gradually occurred to research funders that the audience was not motivated to read research reports, and possibly would not understand them anyway, and that, partly because of the structure of research careers (or research posts at least) and partly because of lack of experience, research workers could not be expected to produce the right goods.

So attention to dissemination focussed upon writing things in different ways, in different types of publication, for different audiences. We were exhorted to produce brief accounts written for laymen and executive summaries. Most important of all, all of the boring methodological stuff had to be dropped or hidden in an appendix. In spite of protests from some of us that 'the data do not stand up on their own' and need the methodological foundation to make sense, the ignorance and intolerance of our audience for 'methodology' was pandered to and encouraged.

This is a minor point. What is more important is that dissemination meant, and perhaps still means, writing in different ways for different audiences, or perhaps deliveries at conferences and seminars. A radically different view of dissemination (of the kind that emerged during a series of curriculum innovation projects) as take-up, application or use, was never adopted.

You may have expected that someone who spent twelve years in library and information research would have used this opportunity to stress how necessary and valuable and worthwhile research is. Many of my colleagues have done that before me, and I could have done the same. But my message is that it could be, or can be, more valuable and more worthwhile and that, unless something is done to make it more valuable and more worthwhile, it will steadily become less valuable and less worthwhile, regardless of the intentions of the sponsors.

What can be done, then, to ensure that research does not wither?

The first thought, in the UK at least, is that it may be too late. The UK has a substantial tradition of library and information research, some of it very good. Witness, for example, the output from Aslib over the last 25 or 30 years, Where is Aslib research now? The Library Association used to have an active interest in research. What does it do now? Of those libraries that had designated posts of research

and/or development librarians, most got rid of such posts when times became financially hard. The British Libary R & D Department after a good start, suffers again and again from real cuts in research funds. It has ceased funding for its research centres (which were admired around the world) except for the one that caters for the librarians' fetish - cataloguing (because increasingly, cataloguing means big money).

The important thing, I think, is to change attitudes within the profession, by which I mean, not research nor education, but the practising profession. Many, of course, pay lip service to the value of research without actually understanding it or using it. Others are critical of research, perhaps without understanding it or ever having tried to use it.

Others simply get on with the job of running their library or information service, with little or no use of research internally and no knowledge of or interest in research that is going on elsewhere. As a library manager of nearly three years standing, I find myself in this category (actually I was in it after six months) and I suspect that most of my colleagues and counterparts are in this position too.

Some of us, as researchers, attempted to improve things when, ten years ago this year, we formed the Library and Information Research Group. It was, and is, a lively group of people, and one of the few forums in which research and library management is discussed. But it has never been exactly overwhelmed with public support.

Perhaps one should conclude that the profession is getting the research it deserves, but that would be just a little unfair. For research to have a chance, the profession must have more opportunity to be involved and to judge, and that takes me back both to decision-making about what research to do and to dissemination.

The British Library R & D Department, our library and information research funding body, used to have a newsletter, with which I am sure many of you are familiar (and for which your periodicals librarians are regularly sending claims, I expect). It died suddenly some years ago, then there were periodic rumours about its resuscitation. Then recently I read in a sarcastic piece in the Times Higher Education Supplement(5) that the Department had reissued its newsletter but had asked readers not to tell others about it, since their resources would not allow for a large mailing list. It seemed ironic that the Department was poised to start communicating with its public again but was attempting to

restrict readership. So I wrote to the Director of the Department explaining that, as a University Librarian, an editor of a serious library journal, a member of SCONUL's Advisory Committee on Investigatory Projects and a Committee Member of the Library and Information Research Group, I would expect to hear about the newsletter, and could he clarify the matter. I never had a reply.

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PROMOTING RESEARCH THROUGH LIBRARY ASSOCIATIONS

by

Robert Wedgeworth
Columbia University
New York, U.S.A.

Abstract

Library associations provide a useful forum for the presentation, discussion and analysis of research. Some U.S. associations have gone beyond this point toward the direct performance of research, toward setting research priorities and toward seeking funding for research projects. The ability to support an extended research program varies with the size and degree of specialization of an association, other factors suggest that an extended research program is of questionalble value to any association.

Library associations represent great potential for promoting research in the field. As used here the concept of promotion is meant to refer to any activity that tends to stimulate wider interest or lead to stronger support for a given program. Although limited by size of membership and lack of adequate funding most associations tend to sponsor meetings at which research reports may be presented, discussed and analyzed. Similarly, many associations sponsor journals that disseminate the professional work of members including research. These meetings and journal articles occasionally stimulate reports in the mass media especially where the interests of the library community may be at odds with the government or special interest groups. However, except for the occasional celebrity interview, what transpires within library association meetings seldom reaches a wider audience.

Selected U.S. experience

The relatively low visibility of library-related activities in general, has a direct corollary in the relatively low visibility of library research. At least two U.S. library associations have addressed this problem even while carrying out an extended program of research including direct sponsorship of research, employment of a full-time research officer and the selection of key research priorities. The Association of Research Libraries (ARL) periodically identifies a research project of strategic interest to its members, obtains funding and sponsors the research project directly. The American Library Association (ALA) through its specialized membership division periodically identifies research projects of major significance to the given division, obtains funding and sponsors the research project directly. ALA also maintains a broad liaison network for research through the Director of its Office of Research who personally carries out small research projects on questions or problems of interest to the ALA.

These two library associations are exceptional in that they have very large operating capabilities financed by multi-million dollar budgets, Both have been reasonably successful in publicizing their research projects to those likely to benefit. Yet neither association has been able to sustain a high level research program.

Library associations and research

While it is possible to promote a better understanding of library research and disseminate the results to a wider audience there are several factors that tend to limit the role of library associations in this area.

1. Autonomy. Tt the heart of the integrity of the research process is the autonomy or independence of the researcher to make judgements regarding the design, methodologies and other aspect of the work, where the library association is the sponsor of the research it involves reconciling the collective judgment of the association -- usually represented by a committee -- with that of the researhher. Under the circumstances the critical research judgments are at best a sound compromise.

Where the association seeks to promote its research priorities either the priorities will not be accepted as competent and ignored or they will unduly influence the selection of research questions. Both outcomes represent a challenge to research autonomy and diminishes the potential contribution that independently-conceived research can make to the field.

2. Funding. Library associations can promote research by using their influence to obtain funding for worthy research projects. This places the association in competition with its members for scarce research funds. From time to time this situation arises in the U.S. when government agencies announce competitive research grants in areas deemed to be of national significance to the field. In my experience U.S. associations have resisted the temptation to compete with its member researchers in most cases and have been unsuccessful where the temptation has been overwhelming. On several occasions associations have sought advisory status with the successful research grantee. This practice seems questionable at best since reputable researchers are open to competent advice from associations. However, as an official adviser it would be difficult to claim any significant degree of objectivity in reviewing the results of the research.

3. Motivation. The desire to elevate the importance of research is understandable but clearly relates to the politics of research. In examining this factor the question of which research is to be elevated is an important one. The motive for elevating the importance of research relates to the political objectives of the association in relation to the external world rather than the intrinsic merits of research. The process of selecting one or more types of research over others for promotion is much more difficult for an association to justify than for a government agency and the potential rewards are dubious.

4. Competence. The competence to carry out a research project differs greatly from the competence to administer, coordinate or otherwise assure its successful outcome. Competence for an association involves financial stability of the organization, administrative continuity of its leadership and the committment of a cadre of members knowledgeable about research. Few library associations are capable of meeting these requirements carrying out an extended research program beyond that of serving as a forum for research.

5. Authority. The authority of an association with respect to its field is not automatically transferrable to the field of research. The authority of an individual researcher stems from experience and the cumulative judgment of peers as to the quality of his or her work. Therefore, the ability of an association to influence the work of a reputable researcher is limited by the kinds of rewards that can be provided as inducements. Since the authority of the association is more diffuse than that of the researcher the inducements must take the form of public recognition as distinct from peer recognition or financial rewards.

There again the selection process runs the risk of alienating some members of the research community if the process is not administered by and for researchers based on the intrinsic merits of research rather than the political objectives of the association.

An assessment

As indicated earlier, library associations in my experience have sponsored research programs periodically with some success in overcoming the problems enumerated above. They are few in number and are characterized by their command of major financial resources, relatively large administrative staffs or a small membership with highly coherent interests as is true of the ARL in the U.S.

Although the ALA sponsors an extended program the research promotion component accounts for less than 1% of the total operating budget. Further, the arguments against an established office to administer research surface periodically fueled by the perceived threat to the autonomy of the research community.

There have been notable failures of judgment in the selection of research projects to be sponsored and in the selection of researchers to carry them out under the auspices of library associations which will not bedetailed here. These failures can be attributed to the weaknesses of collective judgments on research and to the administrative lapses that can occur when association officers and committee memberships change while critical research administration decisions need to be made or enforced.

Summary and conclusion

The foregoing assessment suggests strongly that library associations exercise extreme caution with respect to efforts to promote research beyond providing a vigorous forum for the presentation, discussion and analysis of research as well as providing a means to publish research results. The nature of collective decision-making in associations make it extremely difficult to achieve significant results from an extended research program except under special circumstances available only to a few organizations. The limited success of even the most substantial library associations suggests strongly that major efforts to promote research do not return commensurate rewards. More importantly they involve serious risks of alienating the research constituency of the association by threatening their independence and by competing with them for scarce research funds.

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Distance Learning in Library and Information Science Education - the British Example

by

P. HAVARD-WILLIAMS

Loughborough, UK

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CONTINUING PROFESSIONAL EDUCATION ROUND TABLE

Distance Learning in Library and Information Science Education - the British Example

P. Havard-Williams

My interest in distance learning has arisen in the first place from the work I have been doing abroad. I have been trying to persuade my university without success to do what a number of United States universities do successfully. A number of them allow institutions in developing countries to teach their courses, so to speak, under licence. The Mara Institute of Technology, for instance, teaches management courses on this basis in association with a university in Ohio. Furthermore, there are a number of territories where it is unrealistic to think of establishing a library school because the population is just not big enough to provide sufficient students on a continuing basis - think of Hong Kong, or the Gambia, for instance.

This problem is not confined to developing countries. The fact is that the library and information profession is a very small one. According to the Transbinary Committee between 22,000 and 27,000 and on present figures needing 600-800 new recruits a year. The number of staff in public libraries is estimated at 32,000 professionals and non-professionals, universities and polytechnics 7,000, and special libraries 9,000.

Table 1

	Professionals			Non-professionals		
	F/T	P/T	Total	F/T	P/T	Total
Universities } Polytechnics }	2551	138	2689	2945	1391	4336
Colleges	1267	137	1404	951	1002	1953
Schools	695	162	857	181	44	225
Special libraries	4209	417	4626	3203	956	4159
Public libraries	8635	157	8792	13073	10050	23123
National libraries	573	3	576	1337	88	1425
	17930	1014	18944	21690	13531	35221

Figures from 1981 DES Census

quoted in MOORE, N. The library and information workforce (BLRD report 5900) 1986

The question of how one can provide a sufficient continuing number of students is an important one. One may think that these numbers are perfectly adequate, but it is necessary to bear in mind that while there may appear to be a large pool from which to draw, the actual numbers upon which to draw will be much smaller. I recall that in the early seventies when the graduate versus non-graduate debate was current for professional librarians, large meetings all over the country were vigorous in complaining about a graduate profession and demanding facilities for non-graduates to acquire graduate status. When we established such a course at Loughborough University, up to ten full-time students came each year for 5 years, and the course has continued only because of the interest of overseas students. This is not in any way

a criticism : it is simply a statement of fact. We expected the course would in fact last about six years. It does point to the fact that we are a small profession (compared with teachers, at about 500,000) and that this must be taken into account in proposing solutions. The cost of putting on a course by the Open University also has to be taken into account, for reasons I shall return to later, viz. £40,000 to £120,000. To get one's money back within three years, say, a lot of students are needed, especially when one takes into account the running costs for the preparatory years and of the three years' teaching period in addition. Professional courses must be compiled on a much smaller budget.

Well, that was the sort of information with which I started. I felt it was necessary to find a solution. Was there a demand in this country, and what was the demand? And was there anything being done to satisfy demand?

A pilot study was first sent to university, public and special libraries in the East Midlands. This was in the form of a letter, and suggested there were three main markets:

1. An advanced Master's degree;
2. A para-professional qualification (OND/HND equivalent) in two parts - certificate/diploma;
3. A bachelor's degree, with a substantial element in library/information science.

For each of these, the following questions were asked:

How many of your staff would be interested in taking the qualification?

Would your institution pay, or contribute to, the fees for the courses?

Would your institution give 'time off' for week or week-end courses?

The response was mixed, as one may expect. But it was sufficiently encouraging to go ahead with a national enquiry. Questionnaires were sent to all public libraries, all university and polytechnic libraries, together with a selection of special libraries - 474 questionnaires in all. 180 questionnaires were returned, but 46 were either blank, or gave too little information to be used. The percentage of returns was therefore 38% if all the returns are included, 28% if one includes only the useful returns.

The following is a 'league table' of comments:

		No. of mentions
1.	DL a welcome initiative	37
2.	No promotion/financial incentives	24
3.	Exact figures impossible	18
4.	Paraprofessional qualifications welcome	15
5.	LA recognition important	14
6.	No interest in paraprofessional qualifications	13
7.	Need for management training	11
8.	Support Adv.MA (middle/senior management)	11
9.	No money available for staff development	9

10.	Proximity to library schools : d.l. not needed	9
11.	BA/BSc most useful course	8
12.	DL courses already exist	8
13.	DL important to remote libraries	8
14.	Modules for training needs/flexibility	8
15.	Continuing education	6
16.	Already using distance learning courses	6
17.	Too many qualifications/paraprofessional	6
18.	Senior staff not interested	6
19.	Week courses impossible	5
20.	BA/BSc not viable	5
21.	Are there enough jobs?	5
22.	Practical placements essential	3
23.	Against direct learning courses/for direct learning research	3
24.	Lack of information on questionnaire	3
25.	Approve in principle/no interest in library	3
26.	Absolutely no interest	3
27.	MA/Adv.. MA unnecessary	3
28.	Staff already studying management courses	3
29.	PG Diploma/MA most necessary	3
30.	Mean local authorities/cheap courses	2
31.	Core materials difficult to find	2
32.	Union discrimination/non co-operation	2
33.	Already run training scheme with incremental recognition	2
34.	Residential courses not viable for Irish students	2

When one looks at the comments, one has to start with 'distance learning a welcome initiative' as representing 30% of the replies, so one should not be too optimistic about the enthusiasm indicated. Keeping the responses in proportion, one notes that support for an advanced master's degree is higher than is shown, viz. no 7 and no 8, 11 + 11 (22), while the insistence on lack of financial incentive is very firm no 2 and no 9, 24 + 9 (33). Two further comments might be made in connection with no 4 and 5, and no 6. Paraprofessional qualifications would be welcome (15 mentions) is balanced by 'No interest in paraprofessional qualifications' (13 mentions). Library Association recognition is regarded as important (14 mentions) but one of the problems in connection with distance learning and more particularly with paraprofessional qualifications has been the vacuum in Library Association activity. This perhaps is reflected in the total answers to the questionnaire, which overall does not give a very positive reaction.

However, it is the case that there have been a series of initiatives, wholly unconnected, which have attempted to fill parts of the lack of Library Association activity, and these have been particularly in Wales and Scotland, two notably deprivated countries in the United Kingdom. These courses range from the master's degree offered by the College of Librarianship Wales to a paraprofessional course available at Telford College, Edinburgh for the Scotech Certificate. It should be noted that all the courses have been over-subscribed, indicating a high level of demand, and at least one has opened its course to students from

overseas, a field who could provide great interest (and profit) for the future. Moreover, it is understood that the Library Association receives at least one enquiry a day with regard to facilities for distance education.

The CLW three-year distance learning master's degree in management of library and information services is based on advanced study and research, and is open to those with an undergraduate degree and/or professional qualification. The four courses required are organisation, systems studies, personnel management and resource management. Study guides are sent out at monthly intervals and traditional learning materials, i.e. photocopies of articles and papers, are supplemented by audio-taped lectures and demonstrations There are also compulsory spring and summer schools. Assessment is by coursework and dissertation. A strict time limit of three years is set for the course (no doubt imposed by teaching constraints) and study areas have to be followed in a given order. The original intention was to accept a few for each cohort, but this has had to be increased in view of the demand.

At the other end of the professional education spectrum, at Telford College, Edinburgh, the Library and Information Studies Open Learning Project was established, with the support of the Open Tech Unit of the Manpower Services Commission. This first developed a distance learning package leading to the Scotech Library and Information Certificate. One may note, in passing, that the Scots have been much sensible about paraprofessional education. They have for some years had a paraprofessional

certificate, first for information science and then for librarianship. This is recognised in Scotland, and in fact it has been recognised as part of the entry qualification at Loughborough University in the Department of Library and Information Studies.

The course lasts for two years. The units are sent out at two-weekly intervals, with tutorial contacts maintained by telephone and letter. The course is now organised in modules and certificated independently by continuous assessment. Using the experience gained from the SCOTEC Certificate, Telford has prepared a course for the 737 City and Guilds Certificate for the benighted Sassanachs south of the border. This consists of about twenty packs distributed fortnightly, containing readings, activities and assignments. The course is managed through a network of participating colleges in England and Wales, co-ordinated centrally from Telford College. Students are assigned a tutor who directs study, advises on progress and offers personal counselling if necessary. He or she may be from Telford or one of the participating colleges.

Napier College of Further Education has a distance learning programme for the SCOTEC higher qualification in library and information science. This is a modular course, with modules requiring six-seven hours study per week. Areas of study include administration, information retrieval, storage and dissemination; reader services, and related studies. Students are asked to undertake five projects during the two-year course, applying

theoretical knowledge to practical problems. There is also a week of in-college tuition.

The West Bromwich College of Commerce and Technology has also been running a distance learning course leading to the City and Guilds Certificate. Tuition is by direct learning packages consisting of notes and assignments, supplemented by approximately two college tutorials per term. There are two written examinations and students' practical work is assessed by supervising librarians at the place of work. The courses have been over-subscribed. NALGO (The National Association for Local Government Officers) also organises distance education courses, includes one which includes library and information work, two of the optional modules available, in addition to the core courses of Public Administration and Business and Finance. Successful completion of the course leads to the 'BTEC' national certificate.

One of the continuing problems over the years has been the education of paraprofessionals working in medical libraries. At Leeds Polytechnic the Medical Information Research Unit has developed a distance learning course to introduce medical/nursing librarianship in the context of university or hospital work, with an emphasis on understanding and solving problems associated with medical librarianship. Course tuition depends on traditional methods - workbooks and source material, but includes consideration of information sources such as MEDLARS and MEDLINE. The five units include library routines, cataloguing, classification,

medical reference work, issue systems, library co-operation and modern technology.

A different kind of distance learning course has been developed by the Department of Library and Information Studies. With the assistance of a PICKUP grant, the school has established a thirteen-week course on statistics for librarians. The course is aimed at middle management in libraries and documentation centres. No previous knowledge of statistics is needed, though a knowledge of simple arithmetic is. Subjects include qualitative and quantitative data presentation, graphs, histograms, frequency and correlation tables. Packages which contain exercises, tests and practical work are sent weekly by post. A polytechnic certificate is given on successful completion of the course.

In addition to library and information studies distance learning courses, there are three more courses which are primarily management courses at master's level. Henley College has an Open Management Education programme, and offers a degree in association with Brunel University. The relevant units are 'Accounting for Managers' and 'The Effective Manager'. Other available options include 'Marketing', and 'Production Management'. There is also 'Information Management' aimed at all managers to help them to develop a better understanding of the potential of the latest techniques and technologies of information management. It can be used by organisations, firms or individuals.

The Open Business School, part of the Open University began in 1983, has already trained more than 4,000 managers. The courses are flexible, accessible, and of high quality. The programme is still under development, currently leads to a diploma in management studies, and will in due course lead to a master's degree. There are four compulsory components: the Effective Manager, Accounting and Finance for Managers, Marketing in Action, with 420 hours chosen from further optional modules and a final project. Tuition is by the Open University method of workbooks, videos, audio cassettes, and tutorials, with weekend schools providing student contact. The courses are very expensive - just under £500 per course. It is also possible to use the learning materials to devise an on-site training course to suit the needs of a company - or library. The Open University offers advice and assistance in developing such schemes which could form an integral part of any continuing education programme. Cost-effectiveness could be achieved by co-operation between libraries.

The Strathclyde Business School offers programmes relevant to library managers. The Open Executive Programme includes several distance learning courses in foundation management disciplines. The Flexible Management Development Programme enables the School to work closely with private companies or public bodies to tailor management training courses, by distance learning to fit the needs of clients.

While there was some interest among the library schools when questioned about distance learning, it was felt that the case in both staff time and money prohibited the development of any such courses. Small departments had only limited resources available and therefore could not spare the staff required for planning and implementation, even where there was a member of staff experienced in distance education techniques. The overall opinion was that distance learning was useful in theory but too expensive. The suggestion was made that each library school should specialise in a specific area in the preparation of distance education material in the context of a national plan.

We are aware that British librarianship is one of the leading systems in the world. In distance learning, other countries are ahead of us: these include South Africa, Australia and the Pacific Islands, India and the United States, which have been influenced no doubt partly by geography (largely distance) partly by a different, i.e. less selective educational philosophy. The University of South Africa, for instance has a new large number of students both at bachelors' and postgraduate level, and there are a number of highly successful initiatives in Australia. The State of Hyderabad has had an Open University for some time and offers courses for library science, and the All-India Open University has plans for doing the same.

The British example indicates that the profession can respond to distance learning initiatives, but that it is relatively slow in doing so.

Conclusions

One of the difficulties with the current state of the library and information profession is that though superficially it appears fundamentally as one body represented by the Library Association, Aslib and the Institute of Information Scientists, and is referred to as a profession, in fact it derives from at least four different kinds of professional education. Though these four are masked in the general acceptance of 'library and information education' today, the past history, reflecting different kinds of preparation still colours attitudes to professional education.

First, there were the great libraries. These were able to take on young able graduates who were trained to a high level of competence in the departments of the large libraries, where academic attainment was and remains often more important than the possession of a professional qualification. For years, librarianship in this sphere has been a graduate profession, and the non-graduate staff were regarded just as non-professional or, in more recent years, as intermediate staff (where they sometimes had a professional qualification without a degree, or a degree without a professional qualification). More recently, of course, these distinctions have been blurred because of job shortages. Secondly, there have been the special libraries where the primary qualification was scientific, and where assistant librarians have been either non-graduates or graduates with general subject qualifications, or library assistants brought in from other areas, or brought in afresh. Again, there was, and is, a significant level of non-qualified staff who have had a training need which

has been voiced over a long period, and has been met by short training courses, or the Library Assistant's certificate.

The public libraries have had a rather different pattern of recruitment. Until the late sixties a majority of public librarians were not necessarily graduates, and the primary qualification was an ALA or FLA, and not a degree. This legally remains the situation today. The local government library is the only one for which Library Association chartered membership remains essential. Because of the reliance on a professional qualification for status, there has always been a certain discomfort among librarians in public libraries with regard to paraprofessional qualifications in case their existence should weaken the position of professionals. Public libraries in any case are large enough to organise their own in-service training for non-professionals, and the 'folk-lore' is that public authorities are not likely to pay for certificates, though in practice this is incorrect and a number are known to pay additional increments for instance for the City and Guilds Certificate.

As indicated already, there is not a great deal of understanding for the candidate who is isolated or who has special family problems, or who may want some kind of certification on moving from one authority or area to another. On the other hand, out of 124 completed questionnaires, 37 (nearly 30%) welcomed the concept of distance learning in library and information studies. It was seen as useful for those who could not obtain funding, allowed for those with spare time to pursue courses, provided for those who could not

get day release, those who wished to up-date their knowledge or those who wished generally to continue their professional education while working. On the other hand, 24 returns pointed out the difficulties, including the lack of financial incentives for additional qualifications, lack of financial support from employers, lack of job prospects not conducive to further study. These proportions are probably a fair indication of feeling within the profession.

An advanced M.A.

Overall, it is thus difficult to get a feel for what the profession really wants. However, it is undoubtedly the case that an advanced MA in library and information management is the priority course that is required. As the College of Librarianship Wales has already shown, there is an existing market, for which there are more students than the College of Librarianship can provide for. It would seem sensible to use the resources of the Open University, together with one or more library and information studies departments to formulate an appropriate modular degree course which could be followed nationally (or given the small nature of the profession) internationally.

The case of a master's degree could well be based on the existing offerings of the Open Business School and arranged either as a group booking, or making use for instance, of group arrangements for residential schools. As the Open University's brochure points out, large numbers can be trained at their workplace or at home while continuing to make a contribution to their organisation

(which is what many libraries want). The courses are modelled to have relevance to the students' work, the arrangements are flexible, and the quality is high. While some parts of the course might be specially tailored to groups of librarians and information workers, other parts of the course (e.g. the effective manager) might better be taught to librarians within a mixed group, since one of the profession's problems is that it tends to see its management opportunities as peculiar, whereas many of them are common to widely differing kinds of activity.

A degree/diploma by distance learning

The profession's view of paraprofessional qualifications, or of the provision of a first qualification is altogether more obscure. What follows is therefore a tentative proposal which it is hoped might win favour after discussion within the profession and which would combine a first degree with a certificate and diploma, though allow for a differing level of qualification for staff of differing abilities and levels within the structure of the information profession.

In brief, the proposal is that the Open University degree structure should be the foundation of the course with three or more courses added in information/library science to provide an adequate professional content in library/information science. Miss Sheila Dale has already drawn up a list of courses thought to be appropriate for different target groups within the profession. This list would have to be up-dated in accordance with courses available at the time of the exercise in course planning which

would be required, but it is evident there is much already available which would be useful to those taking courses in library or information science.

A programme would have to allow for gradual implementation, concentrating first on years one and two and would also act as a market research operation to judge, take, and provide evidence for the development of courses at levels two and three, and in due course maybe level four.

The notion of giving a certificate at the end of year one and a diploma at the end of year two, I understand would not be altogether unacceptable.

It has to be borne in mind that the library/information profession is a relatively small one. As at present conceived it probably consists in Britain of not more than 25,000 professionals and (at a guess) 40,000-50,000 non-professionals of whom about 20% would be interested in distance learning. The number who might actually follow courses would not be great. The viability of courses in library and information science would be greatly enhanced if they could be thrown open to foreign students. In countries such as Singapore, Hong Kong, Mauritius, Sierra Leone, the Gambia, the Maldive Islands there is hardly any likelihood of there ever being a library school. A well conceived course which would cater for home as well as overseas students would be a real service to the profession.